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Investing In Oklahoma's Future

1984-85
ANNUAL REPORT
of the
Oklahoma State Department Of Education
John M. Folks, State Superintendent

Volume 3 - A Narrative Report

Oklahoma State Department of Education

2500 North Lincoln Boulevard • Oklahoma City, Oklahoma 73105-4599

JOHN M. FOLKS
Superintendent
LLOYD GRAHAM
Deputy Superintendent

The Honorable George Nigh
Governor of Oklahoma
Members of the Oklahoma Legislature

In our search for excellence, Oklahoma has taken many positive steps in the past year to improve the quality of education. We have made strides in gradual class-size reduction, statewide testing, kindergarten readiness screening, a defined discipline policy, small school co-ops, teacher evaluations and five-year improvement plans. Our teacher education/staff development program serves as a model for other states to follow. Oklahoma now has the strongest standards of any state for a person to become an educator.

Despite the economic situation, we must continue to maintain the momentum to improve our educational system. The answer to the economic problem is not to limit the money to education, which is the key to the quality of life in this state. The one thing we have got to do is to preserve the excellent improvements we have made in education.

The key to economic turnaround in our state is to continue to strive for excellence in our educational system.

Respectfully submitted,

John M. Folks

John M. Folks
State Superintendent of Public Instruction

Information On Education: School Year 1984-85

I SCHOLASTIC POPULATION:

1-12 School Entries	563,443
Kindergarten entries	50,639
Total average daily attendance	552,856.76
Total average daily membership	584,441.54
Average daily haul (transported)	299,955

II HIGH SCHOOL GRADUATES:

Boys	17,764
Girls	16,862
Total	34,626

III EXCEPTIONAL CHILDREN:

Students	65,584

IV SCHOOL DISTRICTS:

Independent school districts	457
Dependent school districts	156
Total	613

SCHOOLS:

Senior high schools	414
Junior-senior high schools	89
Junior high schools	250
Middle schools	112
Dependent elementary schools	158
Elementary schools in high school districts	928
Vocational-technical schools	37
Total schools	1988

North Central schools:

Elementary	47
Junior High-Mid	22
High School	177
Independent college preparatory school	1
Adult vocational schools	19
Candidacy Status (all levels)	8
Optional/Special Function	5
Total	280

V PROFESSIONAL EDUCATION STAFF:

Teachers with bachelor's degree	21,640
Teachers with master's degree	17,723
Professional diploma	52
Doctor's degree	324
Non-degree — T & I instructors & nurses	164
Total	39,903

Number of full-time equivalency professionals:

Superintendent	456
Assistant superintendent	111
Administrative assistant	101
Elementary non-teaching principal	660
Middle school non-teaching principal	112
Junior high non-teaching principal	97
High school non-teaching principal	294
Asst. elementary non-teaching principal	32
Asst. middle school non-teaching principal	63
Asst. junior high non-teaching principal	62
Asst. senior high non-teaching principal	170
Elementary teaching principal	354
Middle school teaching principal	14
Junior high teaching principal	42
High school teaching principal	184
Asst. elementary teaching principal	48
Asst. middle school teaching principal	9
Asst. junior high teaching principal	13
Asst. senior high teaching principal	42
Kindergarten teacher	1,093
Elementary teacher	14,490
Middle school teacher	2,833
Junior high teacher	3,030
High school teacher	8,317
Pre-kindergarten teacher	34
High school voc. agriculture teacher	465
High school voc. home economics teacher	368
High school other voc. teacher	401
Supervisor or consultant	357
Counselor	1,073
Librarian	651
Nurse	175
Census and attendance supervisor	9
Television teacher	3
Psychologist	46
Visiting teacher	19
Special education teacher	3,511

VI 1984-85 AVERAGE SALARY*

Professional staff	$21,191
Total instructional staff	$19,974

*Fringe benefits not included

VII NUMBER OF SUPPORT PERSONNEL .. 24,983 (FTE 21,266)

VIII SCHOOL LUNCH:

In 1984 school year, federal funds allocated to the state through the Department of Agriculture were:

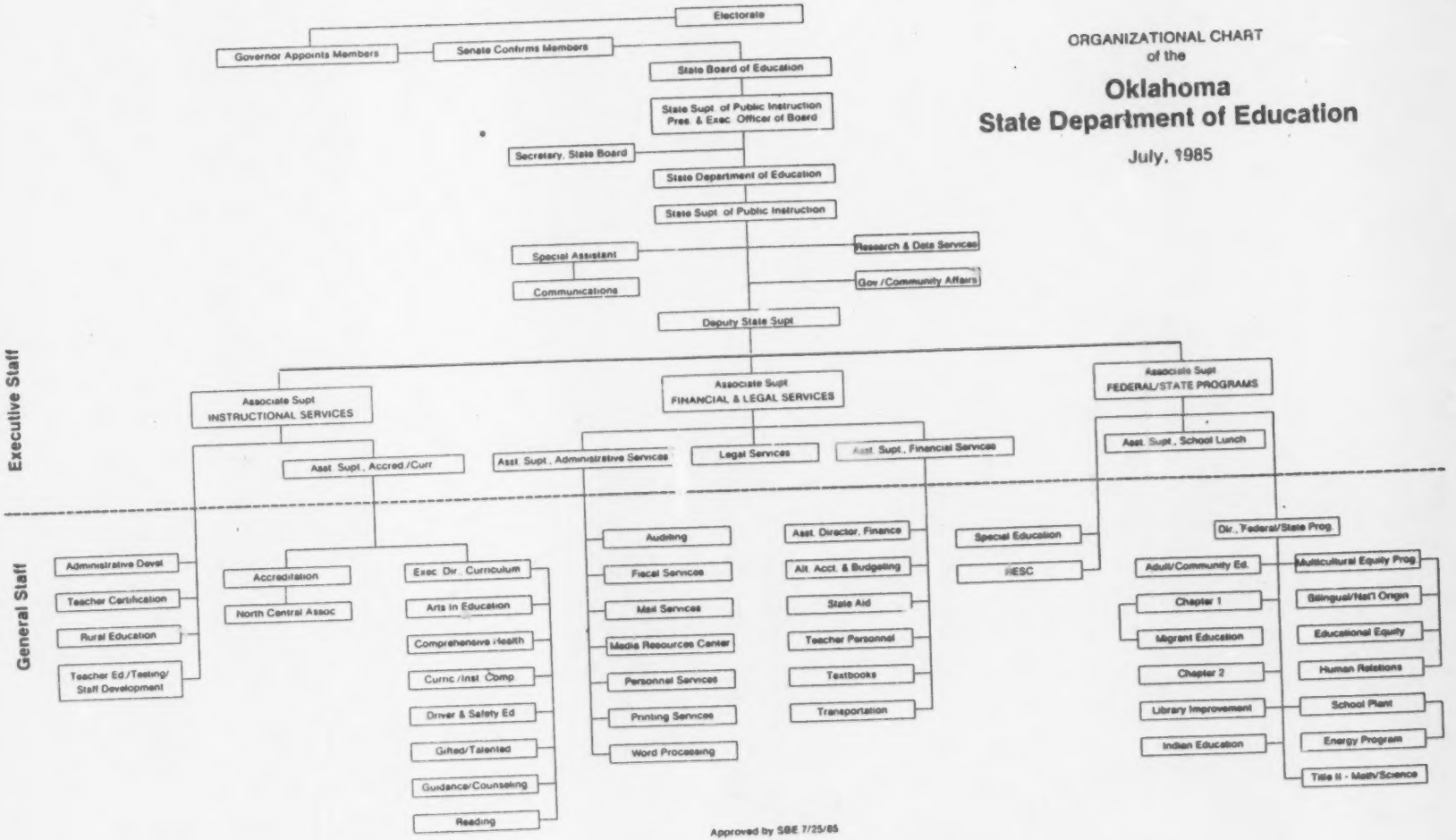
School lunch (all lunches)	$7,154,445
School lunch (free & reduced price)	26,129,989
School breakfast program	4,733,485
Special milk program	7,801
Child care food program	4,842,110
Summer food service program for children	439,128
Administrative	556,614
Nutrition education & training program	66,583
Total	$43,930,155
State Appropriations For School Lunch	$5,473,509
State Matching Funds	$1,726,174

IX	**Total Local & County Revenue**	$450,847,993.18
X	**Total State Dedicated Revenue**	$211,206,148.16
XI	**Total State Appropriated Revenue**	$703,121,908.22
XII	**Total Federal Revenue**	$97,795,571.68
XIII	**Grand Total Revenue**	$1,463,971,621.24

ORGANIZATIONAL CHART
of the

Oklahoma
State Department of Education

July, 1985



Approved by SBE 7/25/85

This organizational chart is current as of July 1, 1985, while the information contained in the body of the annual report covers the 1984-85 fiscal year.

Contents

Executive Services

Dr. John M. Folks, State Superintendent of Public Instruction
Lloyd Graham, Deputy Superintendent

State Board of Education 7
Winona Wettengel, Chief Executive Secretary
Special Assistant to the State Superintendent 9
Sharon A. Lease, Special Assistant
Communications 10
Jack Craddock, Administrator
Research & Data Services 11
Pat Crist, Director
Government & Community Affairs 12

Instructional Services Division

Judy Leach, Associate Superintendent, Instruction

School Administrative Development 13
Marian Smith-Rogers, Administrative Officer
Teacher Certification 14
Andy Kinderling, Administrator
Rural Education 15
Sandy Garrett, Director
Teacher Education/Testing/Staff Development 16
Dr. Joe Bob Weaver, Director
Accreditation 17
Harly Day, Administrator
Arts In Education 19
Charles Mohr, Administrator
Comprehensive Health 21
Harvey Tedford, Administrator
Curriculum/Instructional Computers 22
Mary Reid, Administrator
Driver & Safety Education 23
Eli Mize, Administrator
Gifted/Talented 24
Dr. Dorothy Dodd, Administrator
Guidance & Counseling 25
George Cheek, Administrator
State Reading 27
Dr. Zoe Leimgruebler, Administrator

Financial & Legal Services

Tom Campbell, Associate Superintendent, Financial & Legal Services

Legal Services 30
Kay Jacobs, Attorney

Administrative Services Division 30
Dr. Jerry Doyle, Assistant Superintendent

Auditing 31
Bill Starr, Director

Fiscal Services 32
Ramona Bradley, Director

Mail Services 33
Charles Wilcox, Mail Clerk

Media Resource Center 33
Pam Maxwell, Administrator

Personnel 34
Peggy Wilson, Coordinator

Printing Services 34
David Smith, Administrator

Word Processing 35
Helen Bridwell, Administrator

Financial Services Division 35
Murl Venard, Assistant Superintendent & Director of Finance

Alternate Accounting & Budgeting 36
Ad Acers, Administrator

State Aid 37
Dick Butler, Administrator

Teacher Personnel Records 38
Nadine Mays, Administrator

Textbooks 39
John Robberson, Administrator

Transportation 40
Melvin Krewall, Administrator

Federal/State Programs 42
Jack Strahorn, Associate Superintendent

School Lunch Division 43
Fred Jones, Assistant Superintendent & Director of School Lunch

Special Education 45
Dr. Jimmie L.V. Prickett, Director

Regional Education Service Centers 46
Dean Niles, Director

Adult/Community Education 47
Mattie Harrison, Administrator

Compensatory Education (Chapter 1) 48
Frank Hobbs, Director

Chapter 2 49
Ruby Nichols, Administrator

Library Resources 51
Barbara Spriestersbach, Administrator

Indian Education 51
Sam Homan, Director

Multicultural Equity Programs 52
Glenda Barrett, Administrative Supervisor
Bilingual Education/National Origin 52
Raul Font, Administrator
Educational Equity 53
Glenda Barrett, Administrator
Race Desegregation Project 53
Charles Greene, Administrator
School Plant Services 54
Bob Martin, Administrator

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Executive Services

State Board Of Education

Eurl Bartlett ..... Tulsa
Barbara Johnson ..... Owasso
Donald Paulsen ..... Oklahoma City
Seay Sanders ..... Midwest City
Jimmy V. Scales ..... Edmond
Dr. C. B. Wright ..... Stroud
Winona Wettengel .. Chief Executive Secretary

Organization & Composition

The State Board of Education is that agency in the State Department of Education which is the governing Board of the State Department of Education and the public school system of the state. These members also serve on the State Board of Vocational and Technical Education.

This Board consists of seven members. The state superintendent of public instruction, who is elected for a four-year term by the people, serves as a voting member and president of the Board. The remaining six members are appointed by the governor and confirmed by the senate and serve staggered, overlapping six-year terms. A term expires each year on April 1. Each member receives necessary travel expenses while in the performance of his duties.

The State Board of Education meets in regular session once each month. Special meetings may be called by the president or by a majority of the members of the Board. A quorum consists of four members. No business is transacted at any meeting unless a quorum is present and every action of said Board approved by a majority of the membership of said Board.

Powers & Duties

The control of the State Department of Education and the supervision of the public school system is vested in the State Board of Education and its duties are to:

- Establish and prescribe the duties of its executive officer, one duty of which is to give advice and make recommendations on all notices pertaining to policies and administration of the State Department of Education and the public school system;
- Adopt policies and rules for operation of the State Department of Education and public school systems;
- Organize and control the administration and supervisory agencies, personnel, salaries and other necessary functions of the Board and its executive officer;
- Coordinate the divisions of the Department; require recommendations to be presented through its executive officer and require the executive officer to be responsible for interpretation of Board policy;
- Appoint, prescribe the duties and fix the compensation of a secretary and other necessary Board personnel to perform functions of the Board;

submit to the Governor a detailed departmental budget for each major item based on needs and proposed operation of the various functions of the Department;
- Administer the State Aid Program and be responsible for problems relating thereto;
- Supervise all other functions of general and special education including general control, free textbooks, school lunch, Indian education and all other functions of the Board and an amount sufficient to adequately staff and administer these services;
- Submit to the governor and legislature a detailed annual report, as well as preparation for consolidating all the functions of the Department so that the budget is based on two items: administration and aid to schools;
- Provide for the formulation and adoption of curricula, courses of study, and other instructional aids necessary for the adequate instruction of pupils in the public schools;
- Have authority on matters pertaining to standards of qualifications and certification of school personnel for instructional, supervisory and administrative positions and services, also formulating rules and regulations governing issuances and revocations of teaching certificates;
- Make rules for the classification, inspection, supervision, and accrediting of all public nurseries, kindergarten, elementary and secondary schools, and under certain conditions the accrediting of Headstart programs and private and parochial schools and schools in state reformatories;
- Serve as the agency to receive, regulate and disburse federal funds;
- Operate the School Lunch Act;
- Accept and provide for the administration of any land, money, buildings, gifts, donation or other things of value which may be offered or bequeathed to the schools under the supervision or control of said Board;
- Require necessary reports, records, and pupil and personnel accounting from public school districts;
- Have authority to provide for the health and safety of school children and school personnel while under the jurisdiction of school authorities;
- Provide for the supervision of pupil transportation equipment;
- Administer the State Public Common School Building Equalization Fund established by Section 32 of Article X of the Oklahoma Constitution.
- Have authority to administer a revolving fund which is hereby created in the state treasury, to be designated as the Statistical Services Revolving Fund, whereby the State Board of Education is authorized to enter into agreements with school districts, municipalities, the United States government, foundations and other agencies or individuals for services, programs or research projects. The fund shall be administered in accordance with the Revolving Fund Procedures Act.
- Have authority to perform all duties necessary to the administration of the public school system of Oklahoma as specified in the Oklahoma School Code; and, in addition thereto, those duties not specifically mentioned herein if not delegated by law to any other agency or official.

Administrative Staff & Its Duties

The chief executive secretary serves as the clerk of the State Board of Education and the State Board of Vo-Tech Education. She is responsible for staff direction of three people; future planning; and serves as liaison between National Association of State Boards of Education and the two State Boards.

Specific duties of the office are to process tax-sheltered annuity contracts for the Department; monitor and report on Due Process Teacher Hearings; write, edit and update Board publications and reports; maintain a long-range agenda; index minutes; keep history of Board members;

write and preserve Board minutes; prepare agendas and arrange Board meetings; publish and preserve all rules and regulations as required by law; sign and seal all legal documents of the Boards; establish written office procedures and assist Records/ Publication Clearinghouse administrator in preservation and disposition of records.

Special Assistant To The State Superintendent

The Special Assistant to the State Superintendent supervises the Communications and Information Section, Special Projects Coordinator/ Teacher-in-Space Inservices, and the Communications Coordinator.

Through these staff members all press releases, articles, speeches, and publications are written, edited and distributed. Major monthly publications include *Oklahoma Educator, Superintendent's Newsletter,* and *Innerview.* In addition, regular publications include the annual report (three volumes), *Investing in Oklahoma's Future--Volume I, Bridges to Success* and various other booklets, brochures and newsletters.

The special assistant coordinates the master calendar as well as meetings for the Superintendent's Advisory Council, Vo/Tech Management, executive staff, and administrators staff. She also serves as liaison for the Governor's Education Meeting, chairs the evaluation of the Education Fair, and works with Junior Achievement.

As associate director for elementary schools for the Oklahoma North Central Association, she is active in the accrediting procedure for schools and serves as editor of the semi-annual newsletter. She administers the electronic mail system for the State Department of Education, and serves as vice president and program director of Oklahoma Association of Supervision for Curriculum Development.

The annual Oklahoma Conference on Education, the Education Flag Ceremony and the public service announcement program are all outreach community activities under the special assistant's direction. She attends all State Board of Education meetings and serves as a resource for SDE staff.

Major tasks for the coming year are the publication of *Investing in Oklahoma's Future--Volume II,* expansion of the public service program, a series of articles for *Effective School Reporter* and *Oklahoma Educator* on effective schooling research, in addition to continuing the programs currently in place.

Communications Section

Oklahoma, along with the rest of the world, has entered the Age of Information. Having done so, Oklahoma's educators have become acutely aware of the need to communicate, to receive information and to apply that information, that knowledge, in their efforts to maintain a high quality of education in the schools of the state.

The Communications and Information Section plays a vital role in that work.

This section provides a steady flow of useful information to classroom teachers through the columns of the *Oklahoma Educator*, published seven times during the school year. Its columns are filled with reports on workable and innovative programs used by teachers which, through these reports, are shared with teachers throughout the state.

Sufficient copies are printed each issue for every classroom teacher in Oklahoma and are mailed to every school building in the state.

School administrators are also kept well-informed through the twice-monthly publication, *Superintendent's Newsletter*. This publication keeps local school district superintendents, building principals and school board members up-to-date on changes in the law, attorney general's opinions, changes in policy and regulation, State Board of Education actions and any other developments which affect the administration of local and state school affairs.

In addition, the news media is kept advised of school news through the publication and distribution of news releases as needed. The news media is also assisted, when requests are made, in arranging interviews with State Education Department officials.

Hundreds of requests for information from the general public are also processed by the Communications and Information Section. Telephone calls are quickly channeled to the correct source in the belief that no one should be needlessly shunted from one office to another in the quest for answers.

This section also provides technical assistance, through typesetting, art and design work, for the preparation of curriculum guides, policy reports and other documents needed in the every-day business of providing education materials.

A computerized mailing list of 5,956 addresses is maintained in this office for labels printed in the Research and Data Center for use in all sections of the Department.

The Oklahoma Legislature, governor's office, budget office and local school district administrators are provided with an annual report, publication of which is coordinated by this office, and which provides the financial and statistical information needed in developing the annual budget for school operation.

As local school district administrators and classroom teachers have become more aware of the need for good, local school/community relations, this section also provides staff development training programs to help local educators sharpen their skills in the art of communicating. Staff of this section presented more than two dozen workshops to teachers, principals and superintendents during the past year.

In a time when the world is awash in a sea of information, the Communications and Information Section is playing a key role in helping Oklahoma educators focus on that information and knowledge which has the most direct bearing on the job of providing a quality education for Oklahoma's children.

Research & Data Services

The Research and Data Services Section provides a combination of data processing and information analysis. The Data staff receives data from outside sources (mostly schools), enters it, updates it on-line, processes it, reports it, and stores it. Information that can currently be supplied includes district names and addresses, accreditation status, class sizes, hours taught, attendance records such as average daily attendance and average daily membership, revenues and expenditures, teacher certification, school plant facility inventory, entry-year teacher status and federal program evaluations. Data processing services are also used to provide in-house support for such activities as fiscal services, accounting and payroll.

The research staff provides analysis and dissemination of information to the Department's executive staff, the legislature, school administrators and other information users. The goal of the research staff is to provide an effective interpretive link between the extensive data base available and decision makers at all levels who seek information pertaining to schools. Assistance is also provided in designing and conducting various evaluation studies used by Department staff.

During 1984-85, Research and Data Services provided information and data for legislative use in making decisions on 242 education and state agency bills which resulted in 79 new or amended statutes designed to improve education in Oklahoma. In addition, over 250 requested computer studies of alternative fund distribution proposals showing effects on teachers, students, school districts, school sizes, teacher/pupil ratios, and other available funds were processed and provided to legislators, other decision makers and their staffs.

In the area of data support for other Department sections, two new data user systems were developed and major improvements were implemented in seven other systems. We continued to provide scheduling, attendance, and grade reporting for those districts who use state computer time while assisting them in developing their own use of current technology. In addition to the use of state computer time, this unit facilitated the use of $836,362 in appropriated funds for microcomputer grants to local schools.

Application and evaluation forms were revised by the research staff for use by various federal programs. Assistance was provided in the improvement of existing programs and the development of proposals in areas where a need was determined. Research services and information were provided to the superintendent and five other sections of the Department. Statistical reporting formats to national data centers were also revised.

Research and Data Services contributed to improvements in education during 1984-85 by providing the aforementioned services. The members of this unit continued toward achieving the goals of providing useful management data, evaluation and analysis in the area of appropriations, demographics on teachers, students and school districts, programs, expenditures and funding.

Government & Community Affairs

The Government and Community Affairs Section provides a liaison between government, education, business and community officials to assist one another in the development of programs to increase citizen involvement in Oklahoma's educational system.

The responsibilities of the Government and Community Affairs Section in the implementation of this program includes providing internal agency support to State Department of Education staff in the development and implementation of promotional activities to enhance the visibility of SDE programs. Assistance is also provided to school districts in program development for effective community networking and public relations.

Assistance is provided, upon request, to community groups, private sector organizations and foundations in the development and implementation of activities that provide direct benefit to students and teachers through competitive academic contests.

The "Support Your Schools" public awareness program was developed through the Government and Community Affairs Section and related sections of the State Department of Education. This program is a comprehensive public awareness effort utilizing television public service announcements designed to increase citizen participation in Oklahoma's schools. Accompanying the "Support Your Schools" program is a brochure describing activities of involvement for schools staff, business and community leaders, students and family.

Instructional Services

School Administrative Development Section

In 1984-85 the Administrative Staff Development Section held workshops for administrators in the following areas: understanding the power structure; inter-communication with school/community audiences; resolution of conflict inside the school and community; interpretation of school goals to the public; school board/superintendent relationships; effective schools; and the special problems, strengths and weaknesses of the rural school.

The section began a plan for coordinating and providing services for a comprehensive staff development program in all aspects of management and planned for upgrading administrators in competent evaluation of teachers and the instructional program.

There were 20 regional workshops held throughout the state; one statewide conference and two Partners for Progress conferences between educators, business and community leaders. These conferences related to various aspects of the above areas of interest.

Results were considered very good. The most important outcomes were in the areas of planning for the effective school and methods of inter-communication with the various publics of the school.

The section established a committee of educators and parents to develop minimum criteria for teaching and administrative performance evaluation as mandated by House Bill 1466. The criteria were presented with a recommendation for approval to the State Board of Education on October 24. They began a process to train 38 State Department of Education personnel to conduct workshops pursuant to the evaluation criteria and are planning for workshops to train the approximate 3,600 evaluators in using the evaluation criteria.

Teacher Certification Section

Certification is a process through which a state officially recognizes an educator as a professional person; an educator who has completed the preparation required to practice in a given field of teaching, leadership or service and who is *entrusted* by the state to perform in the best interest of students.

Standards for teacher preparation and certification reflect the philosophy inherent in the total educational program of a state. The state of Oklahoma ranks high nationally in the area of professional standards for teachers.

The Teacher Certification Section of the Oklahoma State Department of Education provides a guarantee to the parents and children of the state of Oklahoma that the teachers in the state's classrooms meet adequate and appropriate academic standards which have been set by the Oklahoma State Board of Education.

Oklahoma state law makes the certification of a teacher mandatory.

The role of the Teacher Certification Section is to issue appropriate standard teaching certificates to those teachers who have completed approved teacher education programs and have been recommended for certification by an authorized official at an Oklahoma college or university. It is a further responsibility of this section to evaluate credentials of teachers who have completed their teacher education programs in another state. In addition, applicants who apply for non-standard teaching certificates and teachers who apply for renewal of their standard certificate are evaluated.

The Teacher Certification Section maintains a permanent teacher certification record of every teacher who is certified. The records of active teachers contain official transcripts, applications, certificates issued, evaluation checksheets, verification of degrees and copies of all correspondence with the teacher. Oklahoma teacher curriculum examinations results are kept for all teachers who graduated after January 31, 1982. A record is also kept of all teachers who have been certified since 1932.

The teacher certification process requires a close working relationship with the Teacher Education/Testing/Staff Development Section, School Accreditation Section, and the Teacher Personnel Section. Maintaining close ties with other State Departments of Education is necessary regarding teacher certification standards and the revocation of teaching certificates.

From January, 1984, to December, 1984, the Teacher Certification Section issued 17,628 teaching certificates. This number reflects renewals of standard certificates and licenses, new standard and new licenses, provisional and temporary certificates.

1984 REPORT OF CERTIFICATES ISSUED

Kind	Number	%
Professional	36	0.2
Standard	11,990	68.1
Provisional	1,671	9.4
Licenses	3,325	18.9
Temporary	606	3.4
	17,628	100.0

Rural Education Section

The Rural Education Section provides additional support and leadership to the small/rural school districts of this state. Oklahoma is a state of small schools. Three-fourths of the 613 districts of this state have less than 1000 in average daily attendance and two-thirds of the districts are less than 500 in average daily attendance. This section serves as a liaison between the Department and rural education development activities.

One of the difficulties in the small/rural districts has been recruitment of teachers. The Rural Education Section facilitates a partnership project between the Department and the Employment Security Commission called the Clearinghouse for Elementary and Secondary Education. This listing of job vacancies assists administrators in filling vacancies with qualified personnel. This listing is made available on the 10th of each month.

The Rural Education Section directs the development of alternate systems of delivery of educational services to the small/rural schools. In order to meet the increased high school graduation requirements and higher college admission standards, many times the small school district must look at non-traditional methods of offering quality instruction in these areas.

The 1985 session of the Oklahoma Legislature allocated $1 million for the purpose of awarding on a competitive grant basis, grant monies for the development of small school academic cooperatives. The director of rural education administered those grants. Fifty-five grants were awarded representing cooperative efforts among 93 districts and several institutions of higher education. The small school cooperatives were developed to serve the academic areas of: math, science, foreign language, computer education and music. The rural education director provides technical assistance and inservice concerning academic cooperatives.

Another alternate system of delivery of instruction facilitated by this section is satellite delivery of instruction to 50 rural schools in Oklahoma. The Oklahoma State University telecommunications center has developed a comprehensive course in German I which is uplinked to a satellite from the center and downlinked two days a week for live-interactive instruction. Three days a week the students at each school site work on computer software and the voice-recognition unit and are supervised by a language coordinator. The director of rural education is responsible for applications for accreditation for these satellite programs.

The director serves as a liaison from the Department to the state organizations engaged in work in rural education. There are three major state organizations.

Through the section activities are initiated for volunteer programs and partnerships between the business community, parents, and school districts.

Teacher Education/ Testing/ Staff Development Section

The Teacher Education/Testing/ Staff Development Section is responsible for the administration of four major programs related to the preparation and professional development of teachers. The section and its four major programs are under the supervision of a director who also serves as executive secretary of the Professional Standards Board.

The Teacher Preparation Program administrator is responsible for the evaluation of teacher education programs at 20 institutions of higher education in Oklahoma and administering the faculty development program for all teacher education institutions in the state. The administrator of teacher preparation programs also serves as a member of the advisory board of the Oklahoma Cooperative for Clinical Experiences in Teacher Education. The cooperative includes representatives from five institutions of higher education and representatives of Tulsa Public Schools.

The Entry-year Assistance and Staff Development Programs provide the following services: implementation and regulation of the entry-year assistance program as mandated by H.B. 1706; implementation and regulation of the staff development programs for all accredited schools in Oklahoma; facilitation of four separate seminars, the inital one of which is a week-long summer program, for first-year school superintendents in Oklahoma; and facilitation of state recognition for the Teacher of the Year. The program administrator works with the state nominee to prepare him/her for national competition for that title. In addition, the entry-year assistance/ staff development program administrator supervises four field-based coordinators.

The Teacher Testing Program is administered by the section. A contract is negotiated annually with National Evaluation Systems, Inc., Amherst, MA, the test development company which assists in administration, security, and revision of the 79 curriculum exams which were developed in response to H.B. 1706. The State Department of Education tests in excess of 4,000 examinees a year, over four test administration periods, at six different sites throughout the state for each administration. Test administrators are psychometrists and administrators from Oklahoma Regional Education Service Centers. Coordination of the registration process, site selection, test revision meetings, reporting of test results, and media communications, is done by the section.

Accreditation Section

The Accreditation Section is an integral part of the Division of Instruction of the State Department of Education. The Accreditation Section is charged with the leadership and the responsibility to interpret the policies and criteria as prescribed by the State Legislature and the State Board of Education under the direction of the state superintendent of public instruction.

The Accreditation Section is composed of an administrator and administrative officer, one administrative assistant and two secretaries and 18 area supervisors. The area supervisors have specific responsibilities and are responsible to serve specific counties based on density of size and the number of schools in the assigned areas. The area supervisors are responsible to the Division of Instruction and the administrator of the Accreditation Section.

The accreditation of the public schools in Oklahoma is the function of the State Board of Education. The responsibility of meeting the standards of accreditation lies with the local school district. It is the policy of the State Board of Education to accredit schools primarily on the quality of instruction.

Elementary schools in high school districts are expected to meet standards and regulations for accrediting before the secondary school can be accredited.

Accrediting depends largely upon instructional conditions maintained in the elementary and secondary schools. Command of the fundamental processes is considered of primary importance in all subsequent education. Consequently, the entire program of education is examined as a basis for accreditation.

It is the policy to consider stability and permanence of the school organization and teaching staff as factors in accrediting schools. Frequent changes in the organization of the teaching staff directly affect the continuity and efficiency of instruction.

Each school is expected to meet the standards and regulations for accrediting at the opening of the term and to maintain these standards throughout the entire year.

The area supervisors are responsible for visiting every school within their assigned area for the purpose of assisting schools in meeting required standards and recommending those schools to the administrator of Accreditation Section who in turn presents and recommends them to the State Board of Education for accreditation for the preceding school year.

In addition to public schools in our state, legislative provisions are made to accredit parochial and private schools "in like manner" as public schools. During the 1984-85 school year 41 schools in this category were accredited by the state department. These schools are also the responsibility of the area supervisors. The area supervisors are responsible for the areas of monitoring: local school board policies, physical facilities, properly certified and assigned teachers, curriculum/program studies (includes mandated areas involving House Bill 1816 and 1466), inventories, school year, school day, class size, teacher-pupil ratios, special education, Chapter I programs, attendance audits, activities regulations, etc.

During the preceding school year (1984-85) the accreditation section visited and recommended the following: 456 independent districts representing 495 high schools, six parochial high schools, two private high schools, 250 junior high schools, 112 middle schools, 37 area vocational technical

schools, 158 dependent elementary schools, 29 parochial schools and four private schools.

North Central Association

The Accreditation Section is involved in a dual accreditation process. The North Central member schools in our state are also the responsibility of the area supervisors. The North Central State Association is under the direction of the assistant state superintendent who serves as state North Central director. The administrator and the administrative officer in the Accreditation Section serve as associate North Central directors and along with the area supervisors are a part of the North Central accreditation process.

During the 1984-85 school year 177 secondary schools, one college preparatory school, 19 area vocational-technical schools, 47 elementary schools, 22 junior high/middle schools and eight schools for candidacy were recommended by the Oklahoma State Committee of the North Central Association to the Commission on Schools for accreditation.

Thirty-one schools were evaluated by an on-site visiting team composed of 18-25 educators from colleges and universities, teachers and administrators from NCA schools and State Department of Education personnel directed by a State Department of Education area supervisor.

Each school recommended for accreditation to the Commission completed an application which was certified as correct after an on-site visit and review by the area supervisor. The state committee also reviewed the applications and then made its final recommendation.

An annual meeting of NCA administrators was held for the purpose of discussing current issues and the new policies and standards. Also, a workshop was conducted for those schools that are to become involved in the self-study process and be reviewed by an on-site visiting team.

Arts In Education Section

The $64,662 appropriated for Arts in Education Section programs was matched at least three times with local school and community funds to bring highly creative arts programming to total school populations, including the learning disabled as well as the gifted child. Distributed on a competitive grant basis, funds were awarded to 29 school districts and included well over 150 school sites.

The geographic distribution of school sites included: Central Oklahoma: Edmond, Little Axe, Noble, Norman, Okla. City, Putnam City; Northeast Oklahoma: Broken Arrow, Sand Springs, Spavinaw, Osage County Co-op (Barnsdall, Anderson, Avant, Prue, Wynona); Northwest Oklahoma: Clinton, N.W. Co-op (Fairview, Seiling, Taloga, Woodward); Southeast Oklahoma: Ardmore, Holdenville, Latta, McAlester, Okemah, Whitebead; Southwest Oklahoma: Frederick, Lawton.

Program Activities

All funds were expended in three categories: management, teacher training and arts resources.

Management

An arts coordinator or program manager was identified for each Arts in Education (AIE) school district. The State Department of Education, Arts in Education staff provided management training for these coordinators and technical assistance for program implementation (see networking). In several cases the school district has realized the importance of this position and provided funding to employ an arts coordinator on a full or part time basis.

Arts planning teams consisting of administrators, arts specialists, classroom teachers and community representatives were organized at each school site. Each team identified specific objectives for the year and determined strategies and timelines for implementation. These objectives represented a wide range of activities including, but not limited to, the following:

1. Designing appropriate arts experiences for a specific school population (gifted, special education) utilizing local and state resources
2. Focusing attention on a specific art form (writing, drama) not presently addressed in the school curriculum
3. Expanding an existing art form, example: environmental metal sculpture, poetry anthologies, etc.
4. Concentrating on teacher training and staff development
5. Community outreach involving individual local artists and arts organizations as well as parents
6. Focusing attention on a specific component of the program, example: training classroom teachers, expanding content of existing arts classes.

Staff Development

Approximately 200 arts in education workshops were conducted in network schools during FY 85 reaching approximately 2,500 teachers.

Resources

Approximately 150 weeks of artist residencies were contracted with the State Arts Council of Oklahoma for arts in education schools representing music, art, drama, dance, poetry and folk arts.

Evaluation

Mid-year and end-of-year program/budget reports to the Arts in Education Section indicated the progress in each district. The Arts in Education Section provided technical assistance based on these reports and communicated through network meetings and on site visitations with each district to see that program objectives were being met. Although objectives at each grant site were many and varied, each represented movement toward stronger arts programs for all children.

Networking

To achieve successful implementation of the state plan for Arts in Education on a limited budget has somewhat forced elements of networking. Schools have planned cooperatively in an effort to more economically provide quality arts experiences. During FY 85, the Arts in Education Section was awarded a competitive grant from the National Endowment for the Arts to study and research evidence that the arts contribute in a significant way to the improvement of reading comprehension scores. Results of this project were shared regularly with the AIE network and the project will be implemented in a network of rural schools during FY 86.

Regularly scheduled arts coordinator and administrative network meetings presented a forum for schools to discuss successes and failures in program implementation. Arts in Education sites are making concerted efforts to network to other schools in their districts, as well as neighboring communities. In some cases, local funding has increased to accommodate this expansion.

Groundwork was established for the formal formation of five regional networks which will considerably improve the delivery services from the AIE Section.

A competitive grant from the National Committee*Arts with the Handicapped served as the stimulus for major programming targeted for the handicapped population. Twenty-three local and regional festivals and a major curriculum design were implemented.

Comprehensive Health Section

The Comprehensive Health Education Section staff helps plan, develop and implement effective health and physical education programs in the public and private schools of Oklahoma. Physical fitness testing, movement education, aerobics, gymnastics, drug education, vision, hearing, dental and scoliosis screening and nutrition education are examples of areas in which we are working to improve instructional programs at the present time.

The staff organized and conducted 88 workshops concerning health and physical education programs to disseminate current ideas, methods, techniques and uses of materials at both elementary and secondary levels. These inservice workshops embrace those processes of communication and education which help individuals to learn how to achieve and maintain a healthy lifestyle.

Health fitness and physical fitness is encouraged as a basic of all health and physical education programs to improve the health status of Oklahoma youth through increased levels of fitness. During the 1984-85 school year, 73 schools in addition to the original 135 schools who did pilot testing, were involved in the "Fitnessgram" program. This program tests the physical fitness levels of the students.

Supplemental physical fitness materials have been inserviced through 10 workshops. Materials disseminated were the Walt Disney educational physical fitness guides entitled "Fit to be You." The Comprehensive Health Education Section supplied 725 teacher guides for grades K-3, 4-6, 7-9, and 10-12, along with 110 copies of 12 supplemental films.

In order to provide curricular and instructional materials and to improve the level of teacher preparation in alcohol, tobacco and other drugs, 16 drug education workshops were conducted on positive prevention education programs. The staff is working with other state agencies and organizations to provide a broad spectrum of services in drug prevention.

We have worked in a cooperative effort through such projects as "Reach-Out," "Chemical People" and "War on Drugs."

Curriculum materials have been developed in health education, physical education, and curriculum review in cooperation with the Oklahoma Curriculum Improvement Commission. These publications should be of help to the schools in their health education programs.

Program evaluation is a vital function of the staff as they continue to participate on North Central evaluation and evaluation teams for 27 health and nutrition education grant programs.

One primary responsibility of the staff is to provide vision, hearing and dental screening in the schools. This screening is essential to detect potential problems early enough for remediation or correction. If such services are neglected, the child's learning can and will be affected. During 1984-85, 18,250 students were screened in 110 schools which resulted in 2,495 suggested referrals. Scoliosis screening is also offered as a service to the schools.

Coordinating the school nurse program is an on-going responsibility of the staff. Assistance was given in three statewide school nurse workshops, providing the latest information on school nurse services and health education promotion.

In 1984, 27 school districts were funded for health and nutrition education programs.

Oklahoma has 10 demonstration center schools selected for their outstanding comprehensive and physically active physical education programs. Staff was involved in the selecting process of the demonstration schools and continues to promote each of these programs as a model for other physical educators seeking new ways to update and improve their curriculum.

Cardiopulmonary resuscitation (CPR) is no longer a mandated program, but Comprehensive Health Education Section continues to train and certify teachers and administrators in the life saving technique of CPR. Eighty-eight CPR workshops were conducted, certifying 1,052 school personnel in basic CPR rescue.

As the staff strives to promote health education and healthy lifestyles throughout Oklahoma, cooperating agencies are a vital resource to these efforts. The American Heart Association; American Red Cross; State Health Department; State Mental Health Department; Oklahoma Health Systems Agency; Oklahoma Association for Health, Physical Education, Recreation and Dance; American Cancer Society; and American Lung Association coordinate with our staff to disseminate current ideas, methods, techniques and materials to the public schools of Oklahoma.

Curriculum/ Instructional Computers Section

The Curriculum/Instructional Computers Section has continued over the past year to evaluate curriculum needs for Oklahoma schools. The section has coordinated and developed curriculum activities, inservice materials and publications including publishing *Suggested Learner Outcomes* in the basic skill areas in grades one through 12 as defined by HB 1816. The learner outcomes not only will be a common basis for school districts in the state, but course descriptions of the secondary outcomes will be the basis for zero-level courses for Oklahoma colleges and universities. Other publications developed and published were *The College Connection*, which attempts to help eighth or ninth grade students get a good start on a strong preparation for college, and *Pathways*, a guide for developing a strong curricular speech program.

Over 1,000 inservices were provided to educators over the state in all basic skill areas as well as techniques and methods to improve classroom management and to meet individual needs of the child.

Twenty-four early childhood education and 14 alternative education programs were monitored.

Publications were disseminated to school districts in Oklahoma as well as the United States and countries throughout the world.

The microcomputer laboratory staff mailed over 2,000 catalogues to schools listing programs available for copying based on the type of computer used. Over 3,000 public domain programs are available for schools to copy. An extensive collection of loaned microcomputer software is housed for schools to preview before a decision is made to purchase the programs. MICROsift software evaluations are sent to many schools on a continual basis.

The section worked with national organizations, other departments of education, and educational laboratories to promote excellence in education.

Driver & Safety Education Section

It is widely acknowledged that legislated safety can only do so much to safeguard the lives and limbs of Oklahoma's most valued asset--its people. The major responsibility for the prevention of accidents lies not in the law but with the people, themselves. The people must take that extra step for safety in their everyday tasks and activities to reduce the hazards to themselves, their families, their friends and their neighbors. The law provides the minimum requirements for safety. The people provide the maximum efforts for safety for all, and these efforts are mainly through voluntary action.

Numerous activities and services aimed at helping schools improve programs and meet the needs of individual students have been performed by the Driver and Safety Education Section.

Reimbursement

A total of 35,935 students were enrolled in driver education during the 1984-85 term of school. Public schools of the state were reimbursed $1,946,295 to help defray the cost of the program. The public secondary school program cost was $6,758,707 for the 1983-84 term of school. Average per student cost was $192.

Since 1967, 630,000 high school students have received instruction in the State Board of Education prescribed course of driver education.

School Visits

Six coordinators under the direction of the section administrator visited 475 public secondary schools and 12 non-public secondary schools in the state. The thrust of each visit was to assist the school administration and the instructor in developing an improved program of instruction in driver and traffic safety education; general safety education; emergency management instruction, and comprehensive K-9 traffic safety education.

Mobile Simulation

Nineteen mobile simulation units served 23,000 students in 265 local school districts. These units provided the local district laboratory capabilities for further developing the student's perceptual and motor skills enhancing his/her ability to cope with an ever increasing complex transportation system.

State Driver Education Clinic

The 17th Annual Driver Education Clinic was held at Central State University, Edmond, Oklahoma, March 25-26, 1985. Four hundred teachers attended. The 18th Annual Clinic will be held at Central State University, April 7-8, 1986.

Curriculum Guides

Six traffic safety education guides have been developed to assist teachers in implementing the framework of safety for individuals at all levels of the school. These six guides are: *Curriculum Guide for Teaching Driver and Traffic Safety Education; K-3 Pedestrian Safety Education Guide; 4-6 Pedestrian, Bicycle and School Bus Rider Education Guide; 7-9 Pedestrian, Bicycle Moped Safety Education Guide; Curriculum Guide for Teaching the Physically Handicapped to Drive;* and *Curriculum Guide for Teaching Motorcycle Safety Education.*

Professional and Office Staff

Ten professional educators and three secretaries make up the section. The goal of the section is to help traffic safety educators develop greater skills in setting goals, diagnosing needs, and analyzing learning problems. In the future, considerably more prescriptive teaching, individualized instruction and personalized evaluation will be implemented. Increased emphasis on improved communication and involvement of pupils and parents will be necessary to ensure a safer environment.

Say It Straight

The "Say It Straight" program of assertive refusal has proved to be an effective deterrent to substance abuse in elementary schools over the last

five years. During FY-1985, the section monitored a pilot study extending this program into high school. The study, funded by the Governor's Highway Safety Office, was conducted in Noble Public Schools with junior high and high school aged pupils. Since preliminary results of the study are positive, plans are being made to train driver education teachers and others who work with pupils at or near licensing age in the procedure.

Gifted/ Talented Section

In the fourth year of the Gifted/ Talented mandate, S.B. 214, Oklahoma schools illustrated growth and innovation in gifted/talented education. The total number of gifted reported on the annual child count was up 2,997 from the previous year. The gifted population represents 6 percent of the total school population and was distributed as follows.

	84-85	83-84
Grades 1-6	15,005	17,237
Grades 7-9	8,711	8,729
Grades 10-12	8,802	6,555
Totals	32,518	29,521

These students are most often provided gifted/talented instruction within the regular classroom. The second most chosen program option consisted of pull-out programs for gifted students that require the skills of a gifted teacher.

In the 1984-85 school year there were 485 teachers that spent 50 percent of their time in gifted instruction. This also showed a growth of 30 from the previous year. In addition, there was increased participation between schools in cooperative programming at the secondary level. Some schools, i.e., Blackwell, presented convocations and invited surrounding local education agencies to send gifted secondary students to the one day meeting. Other schools, i.e., Clinton and Norman, pooled resources and offered a seminar for surrounding schools. Some rural schools with a small number of gifted secondary students have begun planning for a permanent cooperative gifted and talented program.

Each year Duke University sponsors a Talented Identification Program in Oklahoma and 15 other states. Local education agencies nominate seventh grade students to participate in the T.I.P. and students are given the College SAT. Participation in 1984-85 increased by 43 local education agencies and 177 students were honored in the state ceremony held at Tulsa University. Nineteen scholarships were given to students scoring a combination score of 1000 or better by OCU, OSU, OU, and CSU. In addition, a student from Bartlesville received the highest math score in the 84-85 T.I.P. search. Eleven students elected to participate in gifted programming at Duke University during the summer of 1985.

The Gifted/Talented Section, consisting of one administrator and two coordinators, has the respnsibility of giving technical assistance and inservice to local education agencies in the area of gifted and talented. In addition to requested inservice, the staff participated in the annual meeting of Oklahoma Association for Gifted, Creative, and Talented; COSA, and the National Association for Gifted and Talented Children. They also presented workshops in Tulsa, McAlester, Altus, and Woodward as part of the curriculum workshop offered in July and August.

The staff also participated as advisory members to the Oklahoma Business Consortium for the Gifted and American Indian Research Development. The Oklahoma Business Consortium for the Gifted consists of members from the private sector who are seeking new and innovative ways to assist in the education of the gifted. The first year proved to be an investigative study of gifted education and

finding methods of better serving this population.

The American Indian Research and Development organization spent a year in the research and development of an instrument based upon Indian cultural traits as a means of identifying gifted/talented Indian students. The second year of this study will be devoted to the field testing of the instrument upon the Indian populations of Oklahoma, surrounding states, and Canada.

Guidance & Counseling Section

During the 1984-85 school year, the Guidance, Counseling and Testing Section of the Oklahoma State Department of Education consisted of an administrator, seven coordinators and a secretary.

The major functions of the section have been the supervision and upgrading of guidance programs in local schools and area vocational schools in the state, promotion of additional guidance services where needed due to heavy student-counselor ratios, and the development of new guidance programs in schools where students are not presently being served by guidance programs.

In addition, the section includes the state career education program and has the responsibility of monitoring state-funded career education programs. In keeping with career efforts, the staff is charged with the responsibility for inservicing public school personnel in the Vital Information for Education and Work program.

VIEW is a career information program jointly developed and funded through the State Department of Vocational-Technical Education and the State Department of Education. Other functions of the section include assisting schools in the development and use of student testing programs, assisting colleges with counselor education programs, working with professional counselor groups in conferences and committees, providing professional staff development opportunities for Oklahoma school counselors, providing support services for the State Health Department through county guidance centers serving the public schools and assisting other state agencies such as the Oklahoma Employment Security Commission, Vocational-Rehabilitation and the Mental Health Agency.

Administrative & Supervisory Services

The duties and responsibilities of the professional staff include the following:

Planning state programs and assisting in the planning of local programs; assisting local guidance personnel in establishing, maintaining and improving programs; planning and preparation of materials and information for state and local programs; conducting research studies relating to programs in guidance, counseling and testing; sponsoring workshops, seminars, and conferences to develop, improve and strengthen school guidance programs; and other related activities as may be necessary for the implementation of new programs and the maintenance of and improvement of existing programs.

Career Education State-Funded Programs

During the 1984-85 school year, the Oklahoma Legislature partially funded 30 career education programs with $150,160. These programs were supervised by the Guidance, Counseling and Testing Section during the school year through monitoring visits to the school sites to see that the schools were in compliance with regulations stipulated for the grants. In

addition, two statewide career conferences were held for grant recipients and others interested in implementing career education programs in their local school systems. Also, coordinators provided assistance to all districts requesting assistance in establishing, maintaining, or improving career education programs.

VIEW

The Vital Information for Education and Work program is serviced from the staff of the Guidance, Counseling and Testing Section. It is a program of career information developed jointly with the Oklahoma State Department of Vocational Education. Its latest development is that of a computer program with the VIEW information computer accessible by students, teachers and counselors.

During the 1984-85 school year, VIEW was in place in 311 school sites in Oklahoma. The guidance staff worked with 780 teachers, librarians, career coordinators, and counselors in providing inservice in VIEW. These inservice programs were conducted at school sites, regional workshops and state conferences.

School Guidance Program Objectives

The objectives of Oklahoma school guidance programs are to assist students: to develop positive attitudes toward self and others, accept responsibility, develop decision-making skills, develop interpersonal skills, develop problem-solving skills, acquire self-appraisal skills and develop a respect for the value and dignity of work. Such experiences will enable students to make adjustments to life's demands acceptable both to the individual and to society.

The activities of the Guidance, Counseling and Testing Section staff to achieve these objectives have included among others the following:

1. Conducting conferences on both the state and national levels for school counselors and administrators.
2. Conducting regional workshops in various areas of need as dictated by needs assessments of the area.
3. Conducting school inservice programs for counselors, teachers, and administrators as requested by local school agencies to assist in their compliance of H.B. 1706. The variety of needs were reflected by the school districts requested topics which included; stress reduction for classroom teachers, classroom management, improving student's self-image or self-concept, discipline in the classroom and corporal punishment.
4. Making supervisory visits to local school guidance programs.
5. The Guidance Section also worked with other sections within the State Department of Education by participating in state, regional, and local conferences and workshops such as; gifted and talented, curriculum review, education fair, and educational equity and the monitoring of Chapter 2 programs.

During the 1984-85 school year the Guidance Section was active with other state agencies and in a cooperative effort helped to provide numerous workshops such as a state-wide teleconference for VIEW, involving eight sites and 224 participants, seven Improved Career Decision Making (ICDM) workshops with 182 participants, two State Career Education Leadership Conferences with 166 participants, and the August vo-tech conference with 153 participants.

The guidance staff, in addition conducted or presented at 23 workshops and conducted 29 on-site school inservice programs for teachers, counselors and administrators to assist local district compliance with H.B. 1706.

In addition to these efforts to upgrade guidance programs in Oklahoma schools, the guidance staff also conducted 237 on-site visitations of

local school guidance programs to assist in planning, evaluation, and maintaining the quality of Oklahoma school guidance programs.

Evaluation

The number of certified guidance counselors in Oklahoma continues to increase as do the number of guidance programs in the local schools. As of July 1, 1985, there were 1,327 certified school counselors.

As the changes of a complex society multiply so do the needs to provide guidance services to all students of the public schools in Oklahoma.

Even though certified counselors and counseling programs have increased in most instances, many students are unserved or underserved either by a too-high student-counselor ratio or the lack of a guidance program. Two major factors contribute to this lack of guidance services: an insufficient number of certified personnel and insufficient finances. The supply of certified personnel is improving, but the funds for adding counselors and starting new programs are becoming increasingly difficult to come by.

State Reading Section

The inservice plan implemented July 1, 1979, by the State Reading Section is designed to serve the reading needs of students through serving the expressed instructional needs of teachers. Four to six two-hour inservice sessions per semester are conducted on-site for all requesting local education agencies statewide. Each session is designed to meet the specific program and instructional needs of participants.

In addition to the major thrust described above, the State Reading Section, in cooperation with the Oklahoma Press Association and the Oklahoma Newspaper Foundation, implemented a program entitled Oklahoma Newspapers - Educational Windows for Students (OK-NEWS) in July of 1982. The goals are motivation to read both for pleasure and for learning, and improving overall attitudes toward reading. The newspaper is used as a teaching tool during one day each week to accomplish these goals. The state reading consultants provide materials and continuous inservice for all participating faculty to help develop teaching techniques and activities to use with the newspaper.

With the aid of a $30,000 grant from the Oklahoma Newspaper Foundation, this program was piloted by 203 teachers in 100 schools within 67 districts spread evenly throughout the state, and served approximately 7,100 students. Eighty schools committed to serve as demonstration sites beginning in August, 1983, to provide a vehicle for expanding the program in requesting local education agencies.

A five-year plan to enhance reading achievement entitled "Read on, Oklahoma!" was launched in July, 1983. This plan focuses on involving administrators, teachers, parents, professional organizations, civic groups, business leaders, the news media, and all other resources in each local community in a joint effort to motivate citizens of all ages to read for pleasure as well as for learning. Goals of this project include encouraging all schools, agencies, and businesses to provide time for their respective people to stop at regular semi-weekly intervals to read for pleasure; encouraging parents to read with and/or to their children regularly at home; and encouraging school faculties to develop and implement a five-year plan for self-evaluation, reinforcing needed reading skills, and involving the total community resources in motivating students to read.

Major Focus:
Needs-Based Inservice

Needs-based inservice was conducted upon request, by the 15 state reading consultants, in local education agencies. During the 1984-85 school year, 1,247 on-site needs-based inservices were conducted to aid teachers

in serving the reading achievement needs of students and in implementing the Suggested Learner Outcomes in reading (grades 1-8).

Read On, Oklahoma!
A Five-Year Plan
--The Third Year--
To Enhance Reading Achievement

The Read On, Oklahoma! plan was presented in individual faculty inservice as well as large group meetings throughout Oklahoma by our 17 state reading consultants in 1984. Through presenting at the International Reading Association convention in Atlanta, Georgia, and IRA regional meetings in Kansas and Arkansas, educators from states throughout the nation were introduced to the program.

Articles featuring schools which were implementing Read On! were published in the *Oklahoma Educator* each month. School administrators were encouraged to submit articles describing their successful reading programs in local newspapers.

Country and western singer Roy Clark endorsed the program, and posters bearing his picture were distributed to schools as their faculties committed to implementing Read On, Oklahoma!

A coalition of 35 statewide organizations committed to improving education was formed. Many of these organizations demonstrated their commitment to Read On, Oklahoma! through publishing articles, printing bookmarks to distribute to teachers and students, and funding the duplication of a slide-tape presentation of the project for use in schools, PTA, and civic groups.

As of August, 1984, 470 schools in 179 districts throughout the state had committed to implementing part or all of this Five-Year Plan to Enhance Reading Achievement.

Awareness meetings, held during 1984-85, were conducted with teachers and school administrators to encourage their participation in this program. Over 300 programs were added for the total to date of 667 programs throughout the state.

OK-NEWS

The OK-NEWS project continued to gain momentum throughout the state. Participants in the project included 342 teachers in 112 schools.

Sixty schools served as demonstration sites for the project during the 1983-84 school year. A random sampling of 49 classrooms from these schools reported results on the *Reading Attitude Indicator* (an inventory designed to determine students' levels of reading motivation) and the *Test of Writing Skills* (an instrument which measures students' abilities in creative writing). Of this sampling, 85.7 percent experienced improvement in reading attitudes, and 87.8 percent indicated an improvement in creative writing skills.

The *Gates-MacGinitie Reading Test* (designed to measure vocabulary and comprehension) was administered in 27 demonstration classrooms. Seventy-five percent of these classes experienced an improvement in vocabulary skills and 85 percent indicated an improvement in comprehension skills.

Fifty-nine programs were added during the 1984-85 school year to bring the total to 226 for the state OK-NEWS.

Suggested Learner Outcomes Developed

In 1984, the State Reading Section directed the development of Suggested Learner Outcomes in reading (grades 1-8) as part of the total Department effort to provide learner objectives in the five basic skill areas. Using geographically and racially balanced committees of reading teachers, specialists, and school administrators, the Suggested Learner Outcomes in reading (grades 9-12) were completed in 1985.

Secondary Reading Program Recommendation

The State Reading Section recommended the implementation of formal reading instruction for all students through the end of 8th grade. This

recommendation is based on statewide survey results (May, 1982) indicating that the following percentages of total student enrollment in the schools are not receiving formal reading instruction: grade 6, 4%; grade 7, 43%; grade 8, 61%; grade 9, 87%; grade 10, 86%; grade 11, 85%; grade 12, 88%.

At the request of school administrators, the state reading consultants in the 1984-85 school year, aided in evaluating class, building, and district level reading programs, suggesting recommendations for further development and/or improvement. In addition, the staff responded to many requests for aid in starting new reading programs at the secondary level and developing summer school programs where none had existed.

Materials Published

To date, the State Reading Section has published over 484 handouts designed to meet the expressed needs of classroom teachers. Each includes practical strategies for teaching specific skills as well as classroom application of sound theory and the latest research findings.

The following guides were published and continue to be distributed with inservice to school faculties: *Reading Sampler* (revised 1983); *Metamorphosis: Challenging the Gifted Reader* (1982); *Parents, Kids, Teachers, Inc.* (1982); *Principals/Reading: The Vital Connection* (1982); *Follow The Leader: Teaching English to Speakers of Other Languages* (1982); and *OK-NEWS* (1983); *Teaching Reading in the Content Areas* (1985); *Kaleidoscope: Teaching Creative Reading, Thinking, and Writing* (1985); *Mission Possible: Handling Reading Problems in the Regular Classroom* (1985); and *Seeds of Freedom*, materials to help teacher commemorate the life, philosophy, and accomplishments of Dr. Martin Luther King, Jr. (1985)

Suggested Learner Outcomes in reading (grades 9-12), as listed above, (1985); and the five annual seasonal *Samplers*--activity books which provide learning centers to help teachers individualize instruction in specific reading skills, were also produced.

Plans were drafted for developing staff handbooks to standardize the evaluation of reading programs statewide and to offer aid in starting secondary reading programs upon request.

Leadership

The State Reading Section has provided leadership for the Oklahoma Reading Council, an organization whose philosophy and goals focus on the improvement or reading instruction throughout the state. Awareness of the program, curriculum materials, and services offered by the State Department of Education again reached a national level through the staff's presentations at the 1984-85 International Reading Association's meeting in Phoenix, Arizona and New Orleans, Louisiana.

Financial & Legal Services

Legal Services

In the past year, the Legal Services Division of the State Department of Education has accomplished the following:

- Assisted the various divisions within this agency in researching pertinent legal issues as they arise.
- Provided the divisions within this agency with information concerning recent legislation and its impact on each section.
- Represented the State Department of Education and the State Board of Education in approximately six federal lawsuits.

A major function of the Legal Services Division in the past year has been presentation of speeches to a variety of educational organizations. In addition, we prepare legal briefs for all court cases as well as briefs in support of Attorney General's Opinion Requests. Finally, a major function of this division was to research and answer questions presented by school districts, concerned citizens, and parents in reference to educational issues.

Administrative Services Division

The Administrative Services Division is charged with effectually executing all administrative functions of the agency; the recording of and accounting for money spent make up a major portion of its responsibilities. Included in these functions is the responsibility of coordinating the "Risk Management" insurance program. Other services performed under the Administrative Services Division include, but are not limited to:

Fiscal Services: Prepares budgets for the agency (budget work program, budget request, etc.) Processes all financial transactions (contracts, payroll, travel claims, miscellaneous claims, purchases, etc.)

Personnel Services: Employs all personnel, assigning position classification (merit and unclassified), maintains personnel and leave records, and develops personnel policies (affirmative action, grievance procedures, reduction in force, etc.)

Auditing: Auditors examine and audit the expenditure of state and federal monies at the local school district level, in compliance with state and federal statutes and regulations.

Media Resource Center: Provides daytime programming (five days per week, 32 weeks per year) for the Oklahoma Educational Television Authority. In addition, the section maintains a large film/filmstrip library and provides inservice training in media resources to local education agencies.

Word Processing: Prepares much of the material issued by the Department, including most Departmental publications, as well as the normal flow of letters and envelopes; entire output totals in excess of 50,000 pages annually.

Printing: Printed 14,566,675 copies last year, including most of the material disseminated by the Department.

Mail Services: Processes all of the agency's mail. During FY 85, the mail room distributed approximately 156,000 pieces of incoming mail and prepared and mailed out an estimated 403,000 pieces of outgoing mail.

The following is a more detailed accounting of the activities of the sections which comprise the Administrative Services Division.

Auditing Section

The Auditing Section provided services to education during the 1984-85 school year which assisted in ensuring that public funds were properly distributed to and expended by school districts in compliance with state and federal statutes and regulations.

Internal auditors audit the salaries paid to the teachers in each school district to determine that each teacher received the minimum salary required by law and that each substitute who taught in excess of 35 days was certified. These auditors also performed summer lunch program audits in accordance with federal regulations. Special assignments delegated to our auditors included reviews of accounting records and procedures utilized by the schools in their assigned areas and the investigation of complaints from patrons regarding alleged irregularities in accounting practices or the expenditure of district funds. When irregularities were found to exist, reports and recommendations were made to the State Board of Education.

The Auditing Section received and processed audits performed by area supervisors on daily attendance, membership and transportation records maintained by each school district. These audits verify figures which are used in calculating a part of the State Aid distributed to schools. Some of the school districts requested additional state funds based on an increase in daily attendance. The area supervisors did a mid-term audit on each school district that made application for a mid-term adjustment.

Several complaints were processed concerning alleged illegal students attending other districts without legal transfers. State Aid is withheld from these school districts until the county superintendent is notified and then makes a ruling on the legal residence of these particular students. Any question as to the place of residence of any pupil shall be decided by the county superintendent of schools of the county in which the pupil contends to reside.

Oklahoma statutes require an annual financial audit on all school districts in the state to be performed by independent auditors. The Auditing Section has the responsibility of reviewing these independent audits, evaluating audit comments, and determining if these audits meet standards of state and federal statutes and regulations. In addition, the Auditing Section corresponds with local school officials and State Department of Education federal program administrators on each school district which

has operational deficiencies in their accounting systems and/or violations of state and federal statutes and regulations. Time is devoted to this area by the entire auditing staff to provide the technical expertise necessary to assist the local districts in maintaining compliance with applicable statutes and regulations.

Beginning with the 1985-86 school year the Auditing Section will have the added responsibility of auditing and processing audit reports on all state grants awarded to local school districts for the prior year. These audits will be performed by our internal auditors.

Fiscal Services

This program provides the fiscal service function necessary for the operation of the State Department of Education. A computerized accounting system is maintained that includes all activities required to provide management with quantified information needed for planning, controlling, and reporting the financial condition and operations of the Department.

The system includes the established accounting double-entry transactions rule which provides the most fundamental and essential internal control within the system. The goal is to increase the emphasis of upgrading the necessary data output for maintaining accurate and reliable accounting records for the administration and for federal and state auditors.

The Fiscal Services Section follows the Budget Law of 1947, Title 62 of the Oklahoma Statutes, which requires the director of state finance to prescribe all forms, systems and procedures for administering accounting for the departments and establishments of state government; informs education officials and employees responsible for the receipt and disbursement of public funds of the principal laws governing the state's fiscal operations; and also, assists and instructs such persons in the necessary procedures to be followed.

Responsibilities are:

1. To prepare the work budget, requested budget, budget revisions and allotments.
2. To prepare monthly payrolls and distribute payroll warrants for approximately 564 employees.
3. To purchase all approved supplies, equipment, and materials; to prepare all Office of Public Affairs requisitions and contracts.
4. To pre-audit for payment all approved travel expenses and distribute warrants.
5. To pre-audit all invoices and delivery slips and prepare claims for payment. Maintain up-to-date records of all encumbered and non-encumbered obligations.
6. To act as insurance agent for all employees and process for payment and submit all bills to the group life, health and dental insurance office. Submit all worker compensation claims. Maintain individual records and files.
7. To make payment of all other approved operating expenses.
8. To prepare for deposit daily all funds received. Draw funds from letters of credit. Prepare quarterly federal reports.
9. To prepare for payment reimbursement claims to schools from federal program funds, motor vehicle driver education, Johnson O'Malley Indian education and the comprehensive health grants.

10. To prepare various legislative reports.
11. To maintain up-to-date inventory records as mandated in Title 74 of the Oklahoma Statutes.

This section presently manages 14 funds and 70 accounts and maintains financial records for 305 programs monthly and year-to-date. Work load for the fiscal year ending June 30, 1985 is as follows:

Payroll and longevity warrants: 7,228; travel and miscellaneous claims: 13,771; daily deposits: 707; purchase orders and requisitions: 1,361; inter-departmental requisitions received: 2,000; process and submit insurance claims: 16,000; local education agency indirect cost proposals: 471; work-shops and inservice requests: 106; total funds disbursed: $86,107,826.

Mail Services

During FY 85, the Department of Education Mail Room received an estimated 115,000 letters, 31,000 flats, and 10,000 parcels. In that same period, the mail room prepared and mailed out an estimated 307,000 First Class items, 74,800 Third Class items, 17,300 Fourth Class parcels, and 4,000 Priority Mail items--at a cost of approximately $169,000 in postage. The estimated average cost per piece of outgoing mail was 42 cents.

Media Resource Center

The Media Resource Center of the Oklahoma State Department of Education is responsible for providing instructional television programming statewide on the Oklahoma Educational Television Authority (channels 3, 11, 12, and 13). Instructional Television is daytime programming broadcast for a 32-week period during the calendar school year.

It is the responsibility of the Media Resource Center to purchase, lease, and/or produce programs for broadcast. The 97 series in this year's schedule cover a variety of curriculum areas.

The Media Resource Center prepared and distributed 14,000 Instructional Television schedule booklets to Oklahoma educators. For maximum utilization of ITV programming, individual teacher guides containing extensive program descriptions and recommended classroom activities are available to teachers upon request.

A film-filmstrip library housing approximately 1,700 titles is located in the Media Center. Approximately 16,000 films/filmstrips are disseminated to the public schools, on a yearly basis. A film-filmstrip catalog is available for further information on the utilization and ordering procedures of educational materials.

Further responsibilities of this section include managing media equipment housed in the Oklahoma State Department of Education. The Media Center supplies the agency with media equipment for loan. Facilities are available on site for previewing of audiovisual materials.

Inservice training in the areas of instructional television, audiovisual utilization, and software development, as well as technical equipment training and assistance are provided by the Media Center staff to school districts throughout the state.

Personnel Services

This office is responsible for a centralized personnel and affirmative action program following policies set by the State Superintendent of Public Instruction and approved by the State Board of Education. Our responsibility is to obtain and retain the best possible staff to carry out the ultimate goals of education.

State Superintendent John Folks' philosophy is to select the best possible person for each position in the department based on job-related qualifications and individual abilities without regard to race, color, national origin, ethnic background, political party, religion, age, sex, or handicap.

Duties of the section are: to ensure that all requirements of federal and state laws and regulations applicable to employment are met, and that persons have been appointed and employed in accordance with the State Personnel Act; to establish job classifications, specifications, and salary schedules; assist with annual budgets and costs for various federal projects; advertise positions, receive and process applications for employment; conduct interviews; transact all job status changes; make personnel reports and surveys; and maintain liaison with the Oklahoma Office of Personnel Management, Ethics and Merit Commission, other state agencies, and all civil rights groups.

All permanent sick and annual leave records are calculated monthly and maintained in Personnel Services. Longevity dates are established and adjusted when necessary, and longevity pay is calculated each month. The Affirmative Action Plan is revised annually by Personnel Services, approved by the Office of Personnel Management and the State Board of Education, and distributed to all employees.

The State Department of Education presently has 569 employees to serve the public schools of Oklahoma and the general public. Employees are provided a personnel policies handbook approved by the State Board of Education, written and distributed by this office. All new employees are given orientation and a Personnel Policies Handbook by the director of Personnel Services. A file is maintained on each employee past and present.

Some of the goals of the personnel office are to improve communications within the department and to help motivate employees toward common educational goals; to know as much as possible about the inner workings of the State Department of Education, the priority goals, the goals of each section and to help further these goals in any way possible.

Printing Services

Printing Services performs various tasks of copy reproduction, offset printing, collating, binding, line copying, and halftone reproduction. In addition to maintenance of equipment and ordering supplies, the section maintains records of impressions and billing of xerox and printing services. The annual total of impressions is approximately 14 million copies, with an average run length of less than 200 copies.

Further responsibilities of this section include maintenance of all copiers within the State Department of Education, including all Regional Educational Service Centers throughout the state, plus ordering supplies for all machines.

Services are exclusive to the State Department of Education.

Word Processing Section

The Word Processing Section is responsible for the preparation of materials submitted by the various sections within the Department. During FY 85, the section produced approximately 39,000 pages and 15,000 envelopes.

Major publications prepared by Word Processing include the *Oklahoma Educational Directory* (orange book), the *Administrators Handbook* (blue book), the *School Laws of Oklahoma*, the *Maintenance and Operations for Public Schools Manual* (MOPS), and *The State Board of Education Regulations for Administration and Handbook on Budgeting and Business Management* (red book); also the Professional Standards Book, Guidelines for Library Media Programs, Annual Evaluation Report of Federal Programs, reading guides, Gushers and Dusters, personnel roster, ITV book, filmstrip catalog, transportation manuals, and the budget request narrative. Normal handouts include legislation, financial summaries, and board cases, in addition to the regular flow of letters, envelopes and labels.

Financial Services Division

The assistant superintendent for finance in the State Department of Education is also the director of finance for public schools. He is assisted in the performance of his duties by an assistant director of finance, one informational representative and one secretary.

For administrative purposes the Finance Division is divided into five separate yet interrelated sections: Alternate Accounting and Budgeting; State Aid; Teacher Personnel Records; Textbooks; and Transportation, Annexation and Consolidation. These sections work in harmony with each other and the division administration to service the several functions of the Finance Division and to best accommodate the public schools of Oklahoma.

The Finance Division is charged with the responsibility of allocation, disbursement, and accounting for those monies appropriated by the legislature for public schools. Added to this responsibility is the function of acting as a consultant to many publics including public schools, patrons, local boards and legislative committees. The division is called on regularly to make interpretations of school law and State Board policy.

Annually the division plays a leadership role in the development for the State Board of Education of a detailed budgetary request to the governor's office describing the program needs of common education for the ensuing year and recommending the appropriations necessary to finance the request.

After the close of the fiscal year, the division is deeply involved in the compilation of data for the *Annual Report of the Oklahoma Department of Education*. This statutory required report is made after the *Estimate of Needs and Financial Report* of each of the 613 school districts is researched and processed.

Each July, the Summer Workshop for School Administrators is held in Oklahoma. This two and one-half day workshop speaks to the most critical needs in school administration. Approximately 700 school administrators attend this workshop each year.

The personnel of the division makes from eight to 20 presentations across the state addressing current school legislation in group situations.

The division communicates with public school administrators on a regular basis concerning any and all changes in the state's financial situation that will have an effect on local district finances. Personnel meets with many county and district educators each year for staff development services and as a consultant as requested. Intra-departmental communication is vigorously pursued in order to keep abreast of current policy and educational activity.

The Finance Division serves as a resource and research arm of the Oklahoma Commission on School Funds Management.

The Finance Division is the official repository of the *State Board of Education Regulations for Administration and Handbook on Budgeting and Business Management*. The division

makes recommendations for periodic review and revision and keeps a supply on hand for schools, finance classes and the general public. The department also has a collection of business form samples and other items useful to the local school business office. On occasion workshops are conducted for support persons in the school business office as well as orientation conferences for new independent treasurers.

During the year the Finance Division processes approximately 25,000 requests for student transfers from one school district to another. This number consists of both regular and emergency transfers.

Interagency communication is vital and on-going in the Finance Division. Informational exchanges among the several departments of state government are essential to secure reliable data from the Tax Commission, the budget office, and the state auditor's office. The state treasurer is most important in the prompt and accurate disbursement of monies to the schools.

The sections in the Finance Division are high production units engaged in very technical and sensitive activities. The distribution of funds, the experience records of teachers, the safety of bus riders and provision for textbooks coupled with business management, accounting and reporting are demanding on the personnel involved and has resulted in high credibility.

Alternate Accounting & Budgeting Section

The number of schools processing their financial accounting or pupil attendance accounting by computer has doubled in the past six years. Two out of every three schools in Oklahoma now utilize some form of alternate accounting system. This section serves in a consultant capacity, observing their operation within their appropriations.

This section also oversees development of computer software for financial accounting and pupil attendance accounting, insures that proposed software meets the requirements set forth by State Board regulations, state law, and the State Auditor, and recommends approval of such software to the State Board of Education for use by the schools. This includes software written or purchased by the individual school districts for in-house use, as well as the software proposed by vendors to provide computer services to the schools. Additionally, this section serves as liaison between schools and approved data centers.

The Alternate Accounting Section analyzes schools' estimates of needs, together with subsequent appropriations, to assist schools in getting all available funds appropriated, as well as to prevent schools from over-encumbering their appropriations.

This section processes the approximately 25,000 requests each year for student transfers from one district to another.

In addition, the Alternate Accounting & Budgeting Section is responsible for assigning school site code numbers (both state and federal, for data processing purposes), researching school budgets for bonded indebtedness, preparing budget analyses and projections upon request, and assisting in the revision of State Board regulations and the development of potential legislation relative to school district financial accounting.

State Aid Section

The primary objective of the State Aid Section is to distribute, collect, and monitor reports from 613 school districts for making a fair and equitable allocation and distribution of state aid funds as provided by current legislation and State Board of Education policy. In 1984-85, State Aid allocated and paid $702,018,506.86 from state-appropriated money to school districts and other agencies.

The allocation and distribution of State Aid is a complicated process which requires a wealth of data from reports such as the Application for State Aid, School District Expenditure Report, Annual Statistical Report, Estimate of Needs, Attendance Audits, and Enumeration Report. This section collects and verifies statistics from these reports that are necessary for calculation of the State Aid formula as well as other line item allocations.

This information is then entered into the data bank for programming the formula. Once the allocation is made, a notice of allocation for each line item is forwarded to the school administrator, county superintendent, county clerk, district treasurer, and clerk of the board. Appropriated money is apportioned in monthly payments and processed through the Office of State Finance for payment to the districts. The Office of State Finance forwards warrants to the State Aid Section for processing and mailing to local districts.

This section certifies to the Oklahoma Tax Commission, State School Land Commission, and to the county treasurers the average daily attendance and enumeration of each school district for apportioning State Dedicated Revenues such as Auto License, Gross Production Tax, Motor Vehicle Stamp Tax, Boat and Motor License, Mobile Home License Tax, REA Tax, and School Land Earnings.

Each year following the legislative session, a quarterly allotment request and a budget work program are prepared, which stipulate in which quarter money is needed for disbursement to school districts. Payments to districts for line items must be made as designated by the work program.

When the Estimate of Needs are completed and approved by each county excise board, a copy is forwarded to the State Board of Equalization. Starting in September, a portion of our staff spends approximately three months compiling income sheets from the Estimate of Needs for each district. The income sheet reflects actual collections from all sources for the prior year, current valuations, and estimated appropriations for the current year. These forms are sent to 77 county superintendent offices for distribution to schools.

During the legislative session there are many requests for research of how a piece of legislation might affect districts across the state. Printouts prepared by the Data Center are sent to State Aid to be verified and checked for accuracy prior to being released. In 1984-85, 255 legislative printouts were verified and checked.

The State Department of Education publishes an Annual Report of all statistical information in reference to school districts. The State Aid Section is directly responsible for 115 pages.

Teacher Personnel Records Section

The Teacher Personnel Section has a staff of five and maintains a record of years of experience, salaries, certificate numbers and degrees of every teacher teaching in the public schools of Oklahoma--40,000 active records.

Both active and inactive records total around 114,000. Records in this office date back to the 1914-15 school year. The records from that time through 1930-31 are on microfilm, and those from 1931-32 through the present school year are bound in books, by county and district.

The year begins with mailing out the pre-print personnel report by August 20 to all school districts and county superintendents. They must be returned by October 15 and each one is checked and worked. This is usually completed in December.

After the pre-print is finished and all information has been updated by computer, we ask for a reprinted copy. This is called the Final Personnel. These reports are mailed to the superintendent and county superintendent of each district for their approval. After signing and notarizing this personnel, he or she returns it and we check any added teachers or changes that have been made.

A supplemental form is used for districts to report any changes that occur after returning the final copy of the personnel report. Substitute teachers teaching more than 35 days during the school year must also be reported on the supplemental form. These reports have to be checked and worked just as the other personnels.

A visible index file has been set up by the Teacher Personnel Section, by certificate number, showing the verified qualifications, teaching experience and military service for every teacher who has taught in Oklahoma since the year 1949-50. Our records are now on computer and each employee has a desk-top terminal. By entering the teacher number, the individual teacher's record will appear on the screen showing the year, state, county, district number, months employed, position held, annual salary, qualifications and the cumulative teaching experience.

The teaching experience for former Oklahoma teachers now teaching in other states is given on request.

Information is also available to superintendents and boards of education relative to qualifications and experience of prospective employees.

Service is also rendered to the Teacher's Retirement System.

When a deficiency between the salary being paid to a teacher and the legal minimum for which that teacher qualifies is found, the Teacher Records Section will notify the superintendent of the district that just compensation must be made to that teacher.

Maintain a record of job function, current salary, number of months employed and social security number of all support personnel. These reports must be checked for accuracy.

The Teacher Personnel Records Section maintains a print-out of all entry year teachers to provide information to other sections for payment of consultant fee.

An annual report for Legislative Handbook on number of teachers teaching in Oklahoma and average salary is compiled, as are the salary schedules of all districts in the state as per law by December 15 each year.

Throughout the school year this section is constantly checking the accuracy of the Teacher Personnel Records.

Textbook Section

The Oklahoma textbook system was established by an act of the 21st Legislature and became effective July 1, 1948. The law was based on an amendment to Section 6 Article XIII of the Oklahoma Constitution. This amendment directed the legislature to provide a system of free textbooks for use by all pupils in the common schools of the state. The amendment required the governor to appoint a State Textbook Committee whose duty is to prepare an official multiple textbooks list for use in the common schools of the state.

The State Textbook Committee is now comprised of 13 members. Two members are appointed from each of the six congressional districts. All must be certified educators with at least five years experience. The 13th member is a lay citizen educator not having a teaching certificate and having at least one child in the Oklahoma public school system. The committee must contain a majority of classroom teachers. Each member serves a three-year term. The terms are staggered with four new educators being named each year and the lay member every third year.

The responsibility, as defined by law, of the State Textbook Committee is to select up to 10 textbooks or series of textbooks for each subject for a period of not more than five years. The consideration process begins each year the last two weeks in May when a call-for-bids is issued to all publishers inviting them to submit their materials for adoption in those subjects called. During 1984-85 the State Textbook Committee considered materials in social studies, vocational and general home economics and agriculture, cooperative vocational and distributive education and computers.

Bids must be received before August 15. Samples of all items bid are furnished to the Committee and their advisors as well as to the State Textbook Section and to six congressional review centers. Materials are available to the public and during the last two weeks in October public hearings are held before the State Textbook Committee allowing citizens of Oklahoma who file a written request to appear and present testimony about materials up for adoption. Then, before December 1, the committee meets and adopts textbooks.

Immediately upon completion of the adoption process the Textbook Section prepares and distributes to all school districts in the state an official adoption list. A system of samples for evaluation purposes is available to all schools through the textbook office. These samples must be requested by requisition from the school no later than November 30 each year and shipment will be made to requesting schools after January 1.

Local school districts go through their own textbook adoption process as required by law before June 1.

When the legislature appropriates money annually for textbook purchases, money is withheld in the textbook office for rebinding, freight and handling and for the replacement of textbooks destroyed by fire, water, tornadoes or other natural disasters. The 1984-85 appropriation was $9,196,155 or $14.86 per student enrolled in a common school in the state. In addition, a supplemental textbook appropriation furnished $2.46 per student directly to the school districts to purchase textbooks and instructional materials.

During the 1984-85 school year, nine claims totaling $4,228.56 were processed for rebinding adopted textbooks. For the same period, five schools required replacement of materials destroyed by fire, water or tornadoes. Those claims totaled $33,209.27. Unused money withheld from appropriations for rebinding, replacement, freight and handling was carried forward to the 1985-86 school year and added to the new appropriation before its allocation.

The Textbook Section processes all correspondence authorized by the State Textbook Committee. This includes calls-for-bid, calls-for-substitution, bid processing, contracts and bonds between the state and publishers, verification of contracts and bonds with the attorney general, filing

of contracts and bonds with the secretary of state, notifications to schools of new adoptions or procedures, sample requests and incidental correspondence.

Another responsibility of the Textbook Section is the development and distribution of the Annual Textbook Requisition. It then becomes our responsibility to process the annual requisitions and subsequent supplemental requisitions for textbooks. During the school year, the Textbook Section processes approximately 3,000 requisitions. This requires that purchase orders be made, verifications be received and filed, warrants issued and accounts balanced for each purchase order. Account records are maintained within the Textbook Section for all school districts.

Coordination and communication among the Textbook Committee, the State Department of Education, publishers, depositories and each school district in the state are of paramount importance.

The Textbook Section has the responsibility of maintaining a smooth and effective textbook evaluation, selection and distribution process. Their effectiveness influences the most important aspect of the system: the quality of education for the students in Oklahoma.

Transportation, Annexation & Consolidation Section

The Transportation, Annexation, and Consolidation Section of the State Department of Education has several services that it offers to Oklahoma school districts.

Official maps of each school district are on file and kept up-to-date. Any time an annexation order from any county superintendent in the state is received, the official map is changed along with filing the order in a set of permanent annexation books located in the transportation section. Many annexation questions are handled through this section and annexation forms are dispersed to schools and county superintendents that need to move forward with annexations.

This section also responds to any requests for consolidation feasibility studies. A team of State Department of Education personnel visit the schools and make recommendations on what they have found. If a school district votes to dispense and join with another district, those official records are kept in this section. The same would hold true if two districts consolidate into one. Those records and maps of the district are also on file.

In the area of school bus transportation, several areas of service are available. School bus drivers are certified in 80 workshops held across the state. They are given 20 hours of instruction and must pass written tests given by the transportation specialists and a drive test administered by the Department of Public Safety at the end of the workshop in order to be certified. The certification is valid for five years, at which time a driver must attend a Tuesday session at one of the workshops for re-certification.

Each school bus in the state is also inspected on an annual basis to make sure it is in good operable condition for the daily routes and also for activity trips. If any bus has a deficiency, it is reported to our office by our field specialist and the school must reply in writing when the proper repairs have been made. Each driver certification is also checked at this time along with a current physical which is required each year.

This past year, approximately 6,400 buses and driver certifications were checked by the transportation specialists. Transportation maps are required for all 615 districts on a biennial basis. Approximately half of the maps are sent in each year. The western half of the state on odd numbered years and the eastern half on even numbered years. The maps have the outline of the district plus all routes drawn, number of miles traveled, stops made, and children hauled, which is used in part to determine their transportation grant.

This section is also responsible for obtaining a price list for school bus bodies and chassis as required by the State Board of Education. This is a maximum price that a school district may pay for a school bus. These bodies and chassis must also meet all federal and state safety requirements. Close contact is maintained with these vendors to share pertinent information about upgrading safety standards of school buses.

After a school bus is purchased by a school district, a copy of the invoice is submitted to the section to make sure a district was not overcharged for the school bus.

The office personnel process all the information received from the school bus driver training workshops, inspections, accident reports, and verify certified drivers on the support personnel report. They enter this information on the computer to use during the current year and also for future reference. This information is dispensed in many different ways in safety reports, statistical reports, help in family estates, information to attorneys, oil companies, school districts, and is used as expert information and sometimes testimony in the courtroom.

This year, 4,500 school bus driver certificates along with their drive records will be processed. Six thousand, four hundred school bus inspections will be put in the data bank along with 464 accident reports. This information is not only used by the State Department of Education, but also by legislators, members of the media, individual school districts, and several national safety organizations.

The transportation section helps schools to interpret the state law as well as State Board of Education regulations to get their most precious commodity, the children, to and from school as safely as possible.

Federal/State Programs Division

State & Federal Programs Division

Federal funds provide services to many segments of the educational community where special needs or problems exist. Many of the federal programs are designed to serve in the alleviation of problems identified by Congress to be of a national interest and some are aimed at regional or state problems. Federal funds are supplementary to state and local resources and were never intended to be a replacement.

Approximately seven percent of the revenue available for education in the public schools of Oklahoma in 1983-84 came through 13 program grants. This percentage has been as high as 13 percent in FY-66 and FY-68. The State and Federal Programs Section of the State Department of Education is responsible for administering and monitoring the programs initiated in the 13 program areas. In 1984-85 the state education agency administered grants to Oklahoma local education agencies amounting to approximately $64.7 million. This does not include the funds received by local education agencies directly from the federal government for Indian education, school lunch, vocational-technical education, and bilingual education.

The Federal Programs Division of the State Department of Education provides technical assistance to local education agencies in all program areas through workshops, printed information and consultants. This division has a full-time equivalency of 108.75 professional and support staff. The cost of administering the federal and state programs assigned to this division; for providing workshop and technical assistance to local education agencies amounted to approximately $4,128,610 in 1984-85.

The categorical nature of federal financial assistance programs administered by the State-Federal Programs Division imposes that companion funds be used to achieve specific objectives. The first responsibility of the State Department of Education is to prepare and develop state plans of operation which are subsequently to be approved by the U.S. Office of Education. A state plan is an administrative pattern for state operation and must be consistent with the federal law and federal regulations. Subsequently, the State Board of Education, upon the recommendation of the State-Federal Programs Division, approves state regulations for program implementation. Such regulations must be consistent not only with federal law, but also state law, and State Board of Education policies.

Section administrators have the prime responsibility for preparing information relating to these programs, also application forms and other documents necessary for school district utilization. A section administrator typically prepares and disburses

guidelines and elicits application forms and related materials; receives applications from school districts, and recommends their approval to the State Board of Education; works with the Fiscal Services Section in disbursing funds; monitors local projects, assists in evaluating the success of programs funded from federal sources and inter-relates these programs with programs funded from other sources.

Besides the categorical nature of the federally-financed programs, they inherently serve as catalysts for change in the processes of elementary and secondary education methods thus dramatically encouraging departure from tradition. Quite appropriately, these funds are to be used to supplement and not supplant state and local funds thereby commanding that districts maintain their financial effort.

School Lunch Division

The State Department of Education's School Lunch Division administers the National School Lunch Program, School Breakfast Program, Child Care Food Program, Summer Food Service Program for Children, Special Milk Program and Nutrition Education and Training Program. These programs are all part of the child nutrition programs which are federally administered by the U.S. Department of Agriculture.

The purpose of the National School Lunch Program is to improve the health and well being of the school children of Oklahoma by offering a nutritionally adequate, acceptable lunch for all students. Surveys show that many students do not consume an adequate lunch and that there is a correlation between diet and performance in the classroom. The National School Lunch Program was in 1,848 public schools and institutions with an average daily participation of 332,070 in 1984-1985. A total of $33,284,434 in federal funds and $7,199,683 in state funds was reimbursed to these schools and institutions. This reimbursement was for the approximately 57,559,302 lunches served last year. All of the public school districts in Oklahoma participate in the National School Lunch Program.

The purpose of the School Breakfast Program is to make a breakfast available in schools for students who for various reasons come to school without an adequate breakfast. There is documented evidence that students who do not eat breakfast do not perform well in the classroom. There were 738 public schools and institutions with an average daily participation of 49,941 in the program for 1984-85. Federal funds were reimbursed to these programs in the amount of $4,733,485. Approximately 8,809,854 breakfasts were served last year.

The Child Care Food Program funds meal service in eligible nonprofit food service programs for children in non-residential institutions which provide child care. The Child Care Food Program presently reaches 198 institutions that operate 481 facilities and eight sponsoring organizations that operate 772 homes. The facilities serve approximately 18,325 children a day. A total of $4,842,110 was reimbursed to the participating programs in Child Care Food Programs last year. The Child Care Food Program also provides training for food service personnel to create an awareness of good nutrition for children. Thirteen workshops were conducted in 1985, reaching approximately 688 people.

The Summer Food Service Program for Children is available to children 18 and under who would otherwise be deprived of the food assistance they get at other times of the year in the National School Lunch Program and the School Breakfast Program. Persons over the age of 18 but determined by the state or local education agency to be mentally or physically handicapped and participating in a public program established for

the mentally or physically handicapped are also eligible. In 1985, the Summer Food Service Program for Children consisted of 35 sponsors and 81 feeding locations. Approximately 5,868 children received the benefits of this program daily. Thirty-five sponsors were reimbursed in the amount of $411,761.

The purpose of the Special Milk Program is to ensure the availability of milk to children, to reduce the price to children who pay for their milk and to serve milk free to eligible children under USDA guidelines. There has been a major decrease in participation in the Special Milk Program over the last four years because of the Omnibus Reconciliation Act of 1981. In FY 85, $7,801 were reimbursed for approximately 84,340 half-pints of milk served.

The Nutrition Education and Training Program has been operated by the School Lunch Division since 1978. The purpose of the program is to instruct teachers, students and food service personnel in sound principles and practices of food service management, and develop and use classroom materials and curriculum. Workshops offered by the Nutrition Education and Training staff during the 1984-85 school year consisted of teaching the use of the curriculum guide for K-6 teachers, in addition to training coaches in the field of nutrition for the athlete and weight control. Over 30 workshops were conducted statewide, with 685 attending.

The curriculum guide, *Creative Nutrition Education, An Integrated Approach, K-6,* is currently being distributed statewide. Approximately 13,000 copies have been distributed to date.

An instructional television series for middle schools was aired during the spring semester of 1985. Audio visual materials pertaining to nutrition and good eating habits have been purchased by the Nutrition Education and Training Program and made available through the Media Resource Center of the State Education Department.

The Nutrition Education and Training staff plans, coordinates and provides resources for food service workshops taught during the summer months. The workshops are taught by the consultants in the National School Lunch Program and School Breakfast Program with attendance coming from the participants in these two programs. During the summer of 1985, 1,678 persons attended these workshops.

Special Education Section

"Handicapped children" means those children properly evaluated as being mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

"Special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child.

The Special Education Section assisted local schools in the provision of appropriate educational services for 65,584 handicapped students during the 1984-85 school year. This assistance included services such as: in-service; on-site reviews; technical assistance; review and recommendation of local district applications for P.L. 94-142 federal funds; review and recommendation of all special education transfers; review and recommendation of modified program requests; coordination of interagency special education related activities; processing, coordination and supervision of due process hearing and appeal reviews; review and recommendation of local school applications for homebound funding; review and recommendation of local school and state institution applications for P.L. 89-313 funding; coordination for registry and deaf-blind programming.

To aid in the timely dissemination of information, the Special Education Section developed the following publications for distribution:

Policies and Procedures Manual for Special Education in Oklahoma; Visually Impaired Students in the Regular Classroom: A Resource Book; Child Count Data: 1983-84; EHA-B Policies and Procedures Booklet.

In the area of federal funds and related activities, the section processed and made final recommendations for a total of 270 Education of the Handicapped Act - Part B (EHA-B) and 10 Preschool Incentive Project applications, and coordinated activities and funding procedures for five Title VI-C (Deaf-Blind) regional subgrants. The section provided inservice and technical assistance to auditors of all special education projects.

P.L. 89-313 federal funds provided financial assistance for programs to meet the special education needs of 1,566 handicapped children. These children were residents in one of the approved 12 state institutions or they had transferred from one of these institutions and were enrolled in a local education agency.

"Speech or language impaired" students continued to receive increased attention. The section emphasized awareness and management of school age language-learning disordered students. Technical assistance was intensified to help local school personnel establish criteria for identifying, evaluating, and serving students in appropriately designed programs.

Special services provided reimbursement to local schools in six areas of service during the 1984-85 school year.

Homebound: Approximately 2,705 children were provided academic instruction while they were unable to attend school due to illness.

Therapy: Reimbursement was made to local schools for 19 occupational or physical therapists.

Transportation: Approximately 4,298 handicapped students were provided unique transportation arrangements for 1984-85.

Deaf-Blind: Payments were made to schools in educating approximately 45 students.

Physically Handicapped: This area of reimbursement helped local schools to make special provisions in regular and special classrooms to accommodate approximately 362 physically handicapped students.

School-To-Home Telephone Systems: Served one student for the 1984-85 school year.

Also through special services, the section called on the resources of the American Printing House for the Blind to provide large-print books, braillers, talking books, recorders, stimulation kits, and other visual devices in educating legally blind students.

On-site reviews by the State Department of Education teams composed of area supervisors, regional

education service center personnel, and Special Education Section coordinators were conducted in 209 local schools during 1984-85. These reviews were used as opportunities for mini inservice sessions with several hundred administrators, teachers, counselors, and others involved in special education programming.

Regional Education Service Center

The State Department of Education sponsors 20 Regional Education Service Centers throughout Oklahoma, thus making services available to all areas of the state. The RESCs were authorized by the Oklahoma Legislature in Senate Bills 581 and 704.

The State Department of Education Centers offer the services mandated by law and the State Board of Education. Professional assistance is provided to local school districts aimed toward the improvement of instruction for students.

During the 1984-85 school year the RESCs provided basic services which included, but were not limited to the following:

Student Appraisal

The Regional Education Service Centers have the responsibility for coordinating educational screening as mandated in the Prescriptive Teaching Act of 1974.

The total number of students grades K-2 screened was 131,568.

The RESCs also provided individual diagnostic and evaluative services for students exhibiting an exceptionality in one or more areas.

The total number of students grades K-12 individually evaluated by the RESCs as potentially handicapped was 18,399.

The number of students grades K-12 individually evaluated for gifted was 4,155.

Media

All RESCs maintained a media library for the purpose of providing a lending service. Media catalogs were available at schools throughout each region. Loan periods generally ranged from two weeks to one month.

Each RESC provided teachers with materials for meeting the needs of exceptional children. Specially designed materials were provided on a prescriptive basis to classroom teachers working with students with an identified exceptionality. Media materials were available to all regional teachers after the needs of exceptional children were met.

The total number of teachers using media from the centers was 5,881.

Individualized Learning Plans

For students identified as exceptional, RESCs provided prescriptive teaching plans for classroom teachers.

The number of individualized learning plans written for students in regular classes was 8,069.

The number of individualized learning plans written for students in special education classes was 9,205.

Centers also provided consultations for educators and parents working with or having exceptional children.

The total number of individual consultations with teachers and administrators was 36,356.

Staff Development

The RESCs assisted in organizing and presenting workshops, conferences, institutes and other inservice programs for teachers, administrators, parents and others working with students who have special needs.

These programs emphasized the awareness, utilization and adoption of appropriate materials, learning theories, research findings and other educational topics.

The total number of group inservice sessions conducted was 1,095.

A close working relationship is maintained with teacher training institutions, making current and updated

information readily available to students and teachers continuing their education.

Three times each year the RESC staff participates in the administration of teacher competency evaluations.

Coordination Of Educational Services

RESCs assist in the improvement of present services for students, provide leadership in expansion of education services and in curriculum development.

Interagency meetings are provided by each RESC for facilitating expanded services to students.

At the governor's request, each center coordinates two meetings a year which provides an opportunity for agencies to exchange information regarding services available, establishes a contact person, and assists in eliminating the duplication of services.

Adult/ Community Education Section

The Adult Basic Education program provides for the teaching of basic courses to all adults that have not achieved the ninth grade level in education. People attending these classes must be 18 years of age, except in special cases, and must not be attending public schools.

The Adult Basic Education program in Oklahoma is designed to meet the individual needs of adults. Through this program, adults are provided opportunity to acquire knowledge and become proficient in using skills that will assist them in becoming better citizens, better employees, better homemakers and more productive individuals.

The Adult Basic Education program deals with the total concept of continued learning for personal effectiveness and good living attitudes, knowledge, and skills. Adult Basic Education is administered by the State Department of Education through 40 adult learning centers. A learning center is basically an area (building, room, rooms) where facilities, materials, personnel, and students come together to service the educational needs of individual adults on a scheduled or unscheduled basis. It may be used by one adult for enrichment, another for reinforcement and another for remediation. The learning center is for all adults 18 years and older who want and need educational improvement.

From each adult learning center there are many classes held in satellite areas. Throughout the state there were 715 classes. During the school year of 1984-85 there were 16,745 students in the total program.

Through the Adult Education and Community Education Section the State Department of Education issues certificates of high school equivalency to adults who make application for the General Educational Development Test (GED) through an adult approved center. Applicants must be 18 years of age or older and not attending the public schools. A 17-year-old may take the test with permission of his/her legal guardian and the high school principal or superintendent of the school in the district in which the student lives.

In this program during 1984 there were 6,167 certificates of equivalency issued to people who had not received a high school diploma. Since 1965, the

beginning of the program, there have been 94,490 certificates of equivalency issued in the state of Oklahoma through the Adult Basic Education program. The program is funded 90 percent by the federal government and 10 percent by the state.

The Adult and Community Education Section also administers the Community Education Program.

Community education is based on the philosophy that all citizens have an inherent right to participate in their community to the maximum of their ability and have the opportunity for self-fulfillment during all stages of life.

The Oklahoma State Department of Education considers the community education programs an excellent opportunity to foster greater efforts at meeting the special needs of many target groups in Oklahoma, and an opportunity for the schools and communities to build a closer liaison for mutual benefits.

The FY 86 appropriation of $440,000 funded 56 programs, 52 continuations and four new programs. These funded local education agencies will serve in excess of 132,000 participants in the coming year.

The community education concept was sanctioned as an official part of the State Department of Education in October, 1977, with the employment of the first state coordinator of community education with federal funds.

Community education funds provide for the improvement and expansion of existing K-12 programs. Community education in Oklahoma provides the incentive for some communities to provide a climate for lifelong learning. A major benefit is that of weaving together the three facets of a student's environment--the home, the school, and the community.

Compensatory Education Section

The Compensatory Education Section, more commonly called the Chapter 1 section, administers federally funded programs under Chapter 1 of the Education Consolidation and Improvement Act of 1981. The major goal of the Compensatory Education Section is to assist local education agencies to design programs resulting in an improved achievement level of children residing in and attending eligible Chapter 1 attendance area schools, of neglected and delinquent children residing in state institutions, of children of migrant farm workers and of handicapped children in the state schools for the handicapped.

In fiscal year 1985, 587 of the state's 613 school districts implemented programs under the direction of this section. Chapter 1 projects are planned and implemented on the basis of identified pupil needs and revealed by an annual needs assessment. Project components generally consist of such academic programs as remedial reading, remedial math and language arts.

The state education agency receives an allocation for each of the Chapter 1 program needs such as migrant, handicapped, neglected and delinquent, etc. The allocation is broken down by county sub-totals by the U.S. Department of Education. The State Board of Education developed regulations governing the procedures for making sub-county allocations. For fiscal year 1985 Oklahoma's total Chapter 1 grant award was $39,826,777. This total grant award was distributed to local school districts in the following amounts: $1,648,609 to schools implementing programs for children of migrant farm workers; $928,476 for programs assisting institutionalized handicapped children; $329,730 for programs assisting neglected or delinquent children in state institutions; $36,546,597 for programs assisting children attending eligible Chapter 1 attendance area schools; and $373,364 for state administration.

In seeking to achieve its goal, the Compensatory Education Section assists school administrators with the process of identifying needs of eligible children and designing programs to meet those needs. The state education agency staff reviews and

approves the local education agencies' applications, assists in program evaluation and monitors select programs in an effort to bring about positive changes in compensatory education programs. Monitoring is done on-site which enables the Chapter 1 staff to review programs in operation, identify potential compliance problems and gives the state education agency an opportunity to provide technical assistance in correcting problems.

Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act was enacted as part of Subtitle D of Title V of the Omnibus Budget Reconciliation Act of 1981 (P.L. 97-35). This act changed the prior categorical programs to a block grant. The block grant is intended to provide flexibility for local school districts to make funding decisions that meet local education needs and priorities. The act includes provisions for the participation of children enrolled in private nonprofit schools.

The Education Consolidation and Improvement Act has three basic components: Chapter 1 which continues the prior ESEA Title I; Chapter 3, General Provisions, explains the various administrative and accounting requirements of the act; and Chapter 2 which consolidates 28 categorical programs into a single formula grant to states, and several other programs into a secretary's discretionary fund.

The state education agency receives an annual allotment from the U.S. Department of Education based upon the annual appropriations by Congress and the number of students aged 5-17 in the state as determined by the 1980 census.

Funds allotted to the state for local educational agencies (LEAs) are distributed based on an approved formula in the form of an allocation. That formula distributes: 80 percent of the LEA's funds based on average daily membership; 5 percent on the basis of the pro rata number of special education students served; 5 percent on the basis of the pro rata number of students from low-income families (LIF) served; 5 percent on the basis of school size in an inverse relationship of all school districts in the state; and 5 percent based on student sparsity.

The governor recommended to the State Board of Education a 22 member Educational Block Grant Advisory Committee that is active in advising the SEA on the formula for distributing Chapter 2 funds and other phases of Chapter 2 implementation and administration.

Education program's purposes included in the consolidation are given in Subchapters A, B, and C.

Subchapter A:
Basic Skills Development

Use of funds under this subchapter shall be to develop and coordinate programs designed to improve elementary and secondary school instruction in the basic skills of *reading, mathematics,* and *written and oral communications.* The programs include five basic steps:

- Diagnostic assessment to identify the needs;
- The establishment of learning goals and objectives;
- To the extent practicable, preservice and in-service training and development programs for teachers, administrators and other personnel;
- Activities designed to enlist the support and participation of parents; and
- Procedures for testing students and for evaluation of the effectiveness of programs maintaining a continuity of efforts for individual children.

Subchapter B:
Educational Improvement
& Support Services

Programs and projects authorized under this subchapter include:

- The acquisition and utilization of school library resources;
- The development of programs designed to improve local educational practices in elementary and secondary schools, and particularly activities designed to address educational problems such as the education of children with special needs--educationally deprived children, gifted and talented;
- Programs designed to assist LEAs upon request, to more effectively address educational problems caused by the isolation or concentration of minority group children;
- Comprehensive guidance, counseling and testing programs;
- Programs and projects to improve the planning, management and implementation of programs, including fiscal management;
- Programs and projects to assist in teacher training and in-service staff development; and
- Programs and projects to assist LEAs to meet the needs of children in schools undergoing desegregation.

Subchapter C:
Special Projects

Programs and projects authorized under special projects include:

- Preparation of students to use metric weights and measurements;
- Emphasis on the arts as an integral part of the curriculum;
- In school partnership programs in which the parents of school-age children participate to enhance the education and personal development of the children and preschool partnership programs in which the schools work with parents of preschool children in cooperation with programs funded under the Head Start-Follow Through Act;
- Consumer education;
- Preparation for employment, the relationship between basic academic skill development and work experience, and coordination with youth employment programs carried out under the Comprehensive Employment and Training Act;
- Career education;
- Environmental education, health education, education about legal institutions and the American system of law and its underlying principles, and studies on population and the effects of population changes;
- Academic and vocational education of juvenile delinquents, youth offenders, and adult criminal offenders; and
- Programs to introduce disadvantaged secondary school students to the possibilities of careers in the biomedical and medical sciences, and to encourage, motivate, and assist them in the pursuit of such careers.

Participation in Chapter 2 is voluntary. Many districts have steadily accepted this source of supplemental funds beginning in the 1982-83 school year through the present. Reports from participating LEAs indicate approximately 97 percent of the students in Oklahoma have the potential to benefit from Chapter 2 services.

Dissemination about Chapter 2 activities is accomplished through articles in the *Oklahoma Educator*, *Superintendent's Newsletter*, and Chapter 2's association with professional and educational organizations, and their lines of printed communications. Chapter 2 co-sponsors an annual Education Fair that disseminates exemplary program practices found in Oklahoma's public and private nonprofit schools. An annual summary of Chapter 2 LEA program effectiveness is collected, compiled, published, and widely distributed.

Library Resources

The Library Resources Section is a section within the Federal Programs Division. The Library Resources Section has five professional library media specialists who are available for technical assistance to local education agencies in all areas of library media services. Assistance is frequently requested in the following areas: facility design, materials and equipment selection, new technologies for library management, long range planning, utilization of library resources by teachers and teaching information skills.

Since 1978, the state Legislature has appropriated funds for competitive grants for schools to develop new library media centers or improve existing ones. The 1984-85 appropriation was for $1,413,803. This funded 26 new projects and continued 87 others for a total of 112 projects. Since the Library Improvement Program began in 1978, $7,955,801 has been appropriated for 276 projects. Evaluation of current and past Library Media Improvement grant programs shows significant gains in student achievement, amount of reading, and use of resources by teachers in instruction.

The Library Resources Section conducted inservice workshops for teachers, library media specialists, and administrators in districts, in addition to a two-day workshop that attracted over 900 participants. These workshops covered all areas of library media services.

Numerous publications were developed to assist library media specialists select materials, give instruction, and plan improvements in library services. *Guidelines for Library Media Services* was totally revised to reflect the changing nature of library media programs.

Indian Education Section

The position of the Indian Education Section of the State Department of Education is that of educator, counselor, leader, advocate and friend of the Indian student in Oklahoma. It maintains records of Indian children enrolled in public schools, verifies the degree of Indian blood necessary for enrollment in specific programs, maintains financial records of programs being implemented in the schools and provides technical assistance to the schools and the Indian parent committees. It established links of communication, keeping them open to maximize the involvement by parents, tribal leaders and ultimately, the students themselves, in their own education.

The Eastern Oklahoma Johnson-O'Malley program is administered through the Indian Education Section, whose funds are provided by a contract with the Bureau of Indian Affairs. Eligible students must be verified as ¼ degree Indian blood, or more.

In the implementation of P.L. 92-318, Title IV-A, we act as liaison and provide technical assistance to schools, parent committees, provide inservice training for funded staff and work in the area of curriculum development. Title IV-A is for students of Indian descent.

The Indian Education Section is involved annually with many training programs such as student computer institute, student leadership, paraprofessional staff training, student art institute, professional/paraprofessional counselor training, and Indian Parent Committee training. Each year we conduct 12 regional area-wide conferences in the interpretation of federal regulations, designing of components to be funded, developing applications and working with schools and Indian parents in cost effective, meaningful academic experiences for Indian students.

Our outstanding accomplishment for 1984-85 school year was the additional development of a course of Indian studies, *The Five Tribes of Eastern Oklahoma*. It was accredited by the State Board of Education for the seventh and eighth grade levels. This was vitally needed as a supplement to the social studies program in Oklahoma schools. It will be out later this year and our section will disseminate it statewide.

The Indian Education Section's effort is accomplished through a director, assistant director, an executive secretary, one additional secretary, a coordinator of accounting and reporting, and seven field-based program facilitators, who work in areas with a high concentration of Indian students, serving 340 school districts in 54 counties, for a total of 75,000 students of Indian descent.

Multicultural Equity Programs

An overall goal of Multicultural Equity Programs is to help all students reach their potential. Educational options should not be limited by sex, age, ethnicity, native language, socioeconomic level, or exceptionality. Multicultural Equity Programs provide Oklahoma educators with appropriate technical assistance, teacher training activities, and resources to promote equal education opportunity in the state.

Multicultural Equity Programs consist of the following four federally-funded projects: Bilingual Education (Title VII ESEA) and National Origin (Title IV-CRA), administered by the Bilingual Education and National Origin Section; Race Desegregation (Title IV-CRA), administered by the Human Relations Section; and Sex Desegregation (Title IV-CRA), administered by the Educational Equity Section. The following is a summary of purposes and services available of each of these four individual projects.

Bilingual Education/ National Origin

Bilingual Education, Title VII of the Elementary and Secondary Education Act is a competitive, direct grant program administered by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education. Grants are awarded to local education agencies, institutions of higher education and state education agencies, and other nonprofit organizations for instructional programs for limited English proficient (LEP) students and for training programs for teachers and parents of LEP students.

During 1984-85, 24 Title VII projects were funded in Oklahoma with a total allocation of approximately $2,656,000. These projects, representing Hispanic, Asian, Native American and other language groups, served more than 4,000 students from kindergarten through twelfth grade. The number of projects as well as the number of students served during 1985-86 school year is not likely to vary. However, the large number of state LEAs competing in 1985 for these grants indicates an increased awareness and need for Title VII projects.

The goals of the state's Bilingual Education Project are to collect/disseminate data and information, coordinate activities, and provide technical assistance to districts who have received Title VII grants. Assistance is provided upon request and based on needs identified by grantees as central to meeting project goals.

Services available annually through the Bilingual Education Project include technical assistance to Title VII projects in such areas as: language assessment, program implementation, staff training, and materials development, coordination of services to projects through the Multifunctional Service Centers and other agencies, acquisition and distribution (on loan basis) of supplementary instructional and resource materials, and program development assistance to districts seeking Title VII funds, and collection and dissemination of information/data on state and national LEP students, programs, training methods, and

other issues pertaining to Bilingual Education and English as a Second Language (ESL).

National Origin, Title IV of the Civil Rights Act of 1964, is a grant awarded to the Oklahoma State Department of Education from the U.S. Department of Education to assist local education agencies in providing equal educational opportunity to national origin/language minority students.

The National Origin Project provides technical assistance and training to districts with language minority students to insure that students whose dominant or primary language is not English are not limited in their participation in educational programs by a lack of proficiency in English. Assistance and/or training is available to any requesting school district with limited English proficient students.

The following is a list of project services available: language assessment; implementation of district plans relating to language minority students; identification of appropriate instructional materials for limited English proficient students and staff training; coordination of services to districts through assistance centers and other agencies; and acquisition and distribution (on loan basis to any requesting district) of supplementary instructional and resource materials and collection and dissemination of information/data on state and national Bilingual Education/English as a Second Language (BE/ESL) issues.

During 1984-85 this project provided services to 175 local education agencies, participated in/co-sponsored 46 inservice programs serving approximately 1,000 participants representing over 20 language groups, and provided information on bilingual education and English as a second language to more than 41,000 state school personnel.

The future goals for the Bilingual Education/National Origin Section are to combine efforts with other SDE sections and other agencies that work with LEP persons for clustering of services and to provide training and awareness sessions for staff members in these agencies on current approaches in their fields for serving LEP persons.

Educational Equity Section

The purpose of the Sex Desegregation Project, Title IV, Civil Rights Act of 1964, is to provide technical assistance to requesting local education agencies in procedural compliance with Title IX of the Education Amendments of 1972 (P.L. 92-318), and to facilitate sex-fair educational practices in the state through inservice training for educators. Project services are available to any requesting local education agency.

The following is a list of project services available: technical assistance with Title IX compliance; inservice training workshops for teachers, library media specialists, counselors and administrators in the areas of compliance and equity infusion into existing curriculum; and presentations at various civic organizations. These services are closely coordinated with the Oklahoma Vocational-Technical Education Division and the Technical Assistance Center of the Southwest, and the Title IV-CRA Race and National Origin Desegregation Projects at the Department.

During FY 1985 this project provided intensive training in the above-cited areas to 213 school districts and involved 531 classroom teachers, counselors, school superintendents, principals and other school administrative staff. The impact of the training should reach approximately 37,000 students. This project will continue to offer similar services to local education agencies during 1985-86.

Race Desegregation Project

The purpose of the Race Desegregation Project, Title IV, Civil Rights Act of 1964, is to assist local educational agencies in coping with special education problems occasioned by desegregation.

The project provides technical assistance and training programs to any requesting local education agency

in the state. Technical assistance is provided by correspondence, telephone and direct visits to local education agencies. Training programs are designed to meet the requesting local education agency's identified needs. Regional and statewide workshops are also conducted which address current civil rights compliance issues and/or specific skills proven to be effective in implementing desegregation plans. The following is a list of types of workshops conducted during 1984-85: compliance and legal requirements for school districts; resource management addressing school climate/community and parental support/educational excellence and school achievement; multicultural aspects of education equity; student management and achievement skills.

During 1984-85 this project provided services to approximately 100 local education agencies, representing more than 500 educators. Target audiences included superintendents, elementary and secondary principals, teachers, directors of elementary and secondary education, school board members, librarians, methods teachers from universities and colleges, support personnel, and community persons. This project will continue to offer similar services to local education agencies during 1985-86.

School Plant Services

The School Plant Services Section administers a number of federal and state programs. Some are federally funded, but most are funded by the state and are facility-related except for the elementary energy education program. Impact aid authorized under P.L. 81-874, school construction under P.L. 81-815, major disaster programs under both of the above laws, an elementary energy education program, energy grants to schools and building accessibility to the handicapped under Section 504 of P.L. 93-112 make up the federal programs.

Plan review, school inventory, five-year capital improvement planning, mobile classrooms, and technical assistance to schools in any area pertaining to maintenance and operations of building or grounds is offered under state programs. Two significant accomplishments during the past year were the approval of a state five-year capital improvement plan and space guidelines by the State Board of Education.

Impact Aid

We provide assistance in completion and review of applications for funding and act as a clearinghouse for final processing and transmittal to Washington, DC. Funds under this program are paid directly to eligible local education agencies by the United States Department of Education as recognition of the impact certain activities of the federal government have on local education agencies.

In FY 85, 333 school districts, or 54 percent of Oklahoma's school districts, received funds under P.L. 81-874, "Impact Aid."

In school year 1984-85, estimates are that Oklahoma will have received $18,502,077.

School districts claimed 19,653 "A" category students and 34,443 "B" category students. Oklahoma has 63 "super A," 16 "super B," 206 "regular A" and 243 "regular B" districts. Fifty-one are classified as "A" only, 44 "B" only, 218 "A & B" only, 20 Section 2 only, plus 32 additional Section 2's that are also Section 3.

The elimination of the $5,000 minimum before a school could receive payments reinstates 20 additional applicants.

We anticipate approximately the same number of students in FY 86 as in FY 85 and if the appropriation is the same, schools should receive between $18 and $19 million in FY 86.

Major Disaster Assistance

Under this act, assistance is available to local education agencies that have suffered a natural disaster. In areas designated as disasters by both

the governor and the U.S. President, funds may be available to repair or replace damaged buildings and contents. We make on-site visits, appraise damages and assist in completion of applications for funding. We investigate all disasters, review the situation and contact the appropriate sections of the State Department of Education for assistance. We have investigated over 30 disasters this year.

School Construction Assistance (P.L. 81-815)

Although nationwide funding is negligible and eligibility is difficult to establish, the U.S. Congress provides assistance to LEA's for building minimum school facilities, in recognition of the impact of certain federal activities. We provide on-site review of affected LEA's, substantiate their needs and assist in completing the application for funding. Oklahoma has one approved P.L. 81-815 project. The project was funded just under $3 million.

Maintenance & Operations Training (MOPS)

Through hands-on learning experience and instruction from the MOPS Training Manual, we provide both personal and technical assistance to LEA administrators, maintenance and operations personnel to enable them to provide a more effective attractive learning environment in their schools.

During FY 85, 16 workshops were conducted, training 700 maintenance and custodial personnel. This has been a popular program.

In addition to the 16 workshops, one statewide workshop was conducted for school plant managers. Two hundred fifty school plant managers and administrators attended.

School Plan Review

To assist LEA's in planning and constructing schools which are safe, energy efficient and within the limits of their budgetary capabilities, we review the plans of all new school construction and major remodeling projects. Pertinent comments related to the construction are promptly delivered to school administrators, as well as the project architects and engineers.

There were 196 plans reviewed for FY 85. This included 141 new construction projects and 63 remodel/ renovation projects with an estimated cost of $80 million. Of the new construction projects 121 were student related facilities (i.e. classrooms, gymnasiums, physical education, etc.)

The average cost of school construction projects was approximately: $48.73/sq.ft. for elementary construction; $27.80/sq.ft. for elementary pre-engineered metal.;$55.45/sq/ft/ standard junior high/middle schools; $51.97/sq. ft. for standard high school construction; and $39.87/sq.ft. for high school pre-engineered metal.

Building Accessibility

To enable LEA's to develop school facilities and programs which are accessible to the physically handicapped, we provide (upon request) guidance, literature and on-site technical assistance.

School Facilities Inventory Study

To aid in the programming and planning of schools at both state and local levels, we maintain an inventory of facilities of each school district in the state. From LEA completed surveys details such as the size age, structural type and condition of every school building are maintained in computer data banks for easy recall and analysis.

The school facilities inventory and five-year capital improvement plan was updated Sept. 1, 1985.

Common Schools Capital Improvement

To assure the development and continuance of school facilities suited to the needs of education, this law directs each LEA to develop a five-year capital improvement plan and the State Department of Education to develop a state master plan. We provide guidance and assistance to LEA's

in developing their plans. The completed plans for five years beginning with FY 84 shows a capital shortfall of $304 million.

Mobile Classrooms

To minimize the disruption of educational programs caused by a natural disaster such as fire, wind or flood, we have available a limited number of mobile classrooms that can be used by affected LEA's for specified periods of time. We also provide on-site technical assistance.

Four separate fire related disasters kept all eight mobile classroom units fully occupied during the last year.

Elementary School Energy Education

The "Fuel T. Washburn Energy Extravaganza and Puppet Performance" is available to elementary schools on written request. The performance consists of a forty-five minute assembly program designed to teach, entertain and motivate grades K-6. Follow-up materials are provided to encourage teachers and students to use energy more wisely.

The following statistics are a summary of the activities of the Fuel T. Washburn/Elementary Energy Education Program during FY 85: number of schools visited, 132; number of shows performed, 152; number of students involved, 37,229; number of teachers involved, 1,893; number of workshops held, 122.

Energy Audits

We provide on-site review of school facilities to determine areas where low cost or no cost energy conservation measures are possible. As a follow-up, a computer simulation of energy consumption for each school site is provided to enable LEAs to determine which of their buildings are least or most efficient in consumption of energy.

Energy Grants

As a part of a U.S. Department of energy program known as the Schools and Hospitals Grants Program, we provide assistance and serve as clearinghouse for applications for engineering studies and architectural projects in individual school buildings which will result in energy conservation.

During FY 85, the State Department of Education received funding to complete Energy Technical Assistance Studies on 97 buildings located in 12 school districts determined to be hardship schools. FY 86 funding has been applied for to do an additional 87 buildings in 22 districts falling in this same hardship category.

Technical Consultation

Our staff, which includes educators, architects, engineers and specialists in landscaping and school operations and maintenance, are available to provide assistance to districts on-site in any of their specialty areas upon written request.

Asbestos Abatement

After an extensive asbestos program in 1979-80, Oklahoma assumed all friable asbestos had been either removed or encapsulated. However, after asbestos was found in substantial amounts in one Oklahoma City school, Governor Nigh directed the State Department of Health to resurvey all school buildings in the state. This summary found an additional 567,000 square feet of asbestos in 200 of the 7,000 buildings surveyed.

Twelve schools made application for federal funds to remove asbestos, however, only two schools received funding totaling approximately $130,000. They were further approved for no-interest loans, but could not accept due to constitutional restraints.

The above activities give a good overview of the School Plant Services Section's role and function. The goal of the section remains to provide assistance and services in the area of physical plant management that will help local education agencies enhance educational opportunities.